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ABSTRACT

The booklet describes the New Friends approach to mainstreaming young handicapped students. The approach focuses on the understanding and acceptance of individual differences through introduction of life-sized dolls with disabilities. Seven units are presented, each with notes to the teacher, discussion guidelines, lists of frequently asked questions and answers, sample scripts for introducing each doll, activity ideas, and resources. Activities may be appropriate for playgrounds, interest centers, and small group learning. The units focus on the following topics (sample activities in parentheses): concepts of similarities and differences among people (self awareness activities); visual impairments (different ways of seeing, using other senses); hearing impairments (simulation of hearing loss, learning about sign language); physical impairments (obstacle course, simulation, hospital play); communication difficulties (communicating without speech); learning disabilities and mental retardation (mirror images); and emotional problems (problem solving). Appended information includes suggestions for making the various dolls and information and selected readings on young children and disabilities. (CL)

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New Friends

Mainstreaming Activities To Help Young Children Understand and Accept Individual Differences

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New Friends

Mainstreaming Activities To Help Young Children Understand and Accept Individual Differences

CHAPEL
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PROJECT

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Preface

Since the 1950's, there has been a growing awareness of and importance attached to the provision of equal rights and opportunities for children and adults with disabilities. Legislation to ensure these rights was advocated by civil rights lawyers and parent consumer action groups. The culmination of these efforts resulted in the enactment by Congress in 1975 of the Education for All Handicapped Children Act, Public Law 94-142.

One of the major components of this law is the right to education in the least restrictive environment. As a result of this, many children with disabilities are being removed from self-contained classes and are mainstreamed into regular classrooms. Important goals are to provide all students with constructive peer interaction and to provide equal access to school resources.

It has become evident that simply placing children with disabilities in the same classroom with non-disabled children does not guarantee that constructive relationships will develop. The process of mainstreaming needs to be carefully planned and programmed, as with any educational program.

In response to these needs, the *New Friends* Program has been developed to provide teachers with support materials to use in their mainstreaming programming and planning. As teachers receive training in the *New Friends* Program and implement new skills and insights into their program, the quality of the mainstreaming experience can be enhanced for everyone.

Overview of the *New Friends* Program

Welcome to the *New Friends* approach to mainstreaming. The *New Friends* program is designed for teachers who wish to create classroom environments and experiences to help young children understand and accept individual differences. It is designed so that teachers may expand regular classroom experiences to include positive role models of disabled children and adults. The program challenges teachers to create a bias-free environment by offering information about disabilities, by eliminating negative images and by dispelling myths and stereotypes commonly associated with disabilities.

The *New Friends* Training Program consists of a teacher's manual, classroom materials, a trainer's supplement, and multimedia support materials. Each unit in the teacher's manual centers around topics typically included in early childhood curricula: senses, body parts, feelings, etc. The units include suggestions for expanding these areas with activities that explore differences. In other words, teachers are encouraged to go beyond "eyes are for seeing" to provide activities wherein children can learn how people with visual impairments see the world.

In learning about individual differences, children are introduced to life-sized dolls with disabilities. The dolls can be made by teachers, parents, volunteers, etc. In the unit on vision, for instance, they will meet and learn about Vera, a five-year-old who has a visual impairment. Teachers may choose simply to place a doll in the family life center and allow the children to include him or her in their play. By listening to children's comments and by observing interactions with the doll, the teacher can guide a discussion of how the doll would do various other things. In the case of Vera, the children can "try out" different ways of reading books, pouring juice, or putting puzzles together. The creative teacher will look for opportunities that will allow children to increase their understanding and acceptance of differences by "experiencing" disabilities through spontaneous simulation activities.

For teachers who prefer a more structured approach to the *New Friends* dolls, directions for introducing each doll are provided.

Each unit includes: notes to the teacher, a discussion guide, a list of frequently asked questions and answers, a sample script for introducing each doll, activities, and resources. Activities are included for playground experiences, interest centers, and small group lessons. Each section of teaching resources has a list of children's books on disabilities, and many include a list of special aids and appliances that will facilitate learning about disabilities. Teachers are encouraged to select from each unit the experiences that are appropriate for the children in their classroom.

In using the scripts, some teachers feel comfortable "acting out" the part of the doll. Other teachers have modified the scripts so that two dolls interact with each other, with two adults each voicing a role. The scripts are intended as springboards to which teachers may add interesting dialogue tailored to the children's own cultural and regional experiences.

Clearly, the *New Friends* program can be adapted to meet the individual needs of teachers and the needs of children in their classrooms. The approach lends itself to a variety of settings, including mainstreamed programs and self-contained special education classrooms, as well as classrooms where there are no children with disabilities. The imaginative teacher will expand upon the suggestions contained in the manual to create an environment that encourages uninhibited questioning and develops positive attitudes toward individual differences.

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New Friends

Unit One

Preparing For Our New Friends: Learning About Ourselves

Unit One

Preparing for Our New Friends: Learning About Ourselves

The purpose of Unit One is to introduce children to the concepts of similarities and differences among people. As preschool teachers know, young children are in a continuous state of discovery about objects, places, and people. Within this process of discovery, children learn that there are qualities of sameness and difference about everything they experience. For example: "My ball is big and blue, my brother's ball is big and yellow"; "Grandma's house is gray, just like ours; but her house is made of stone, and ours is made of wood."

Unit One begins with self-awareness. By measuring, watching, feeling, and listening, children are encouraged to discover what qualities they share with their peers and what qualities make them unique. They will learn that everyone is the same in many ways and different in other respects. The children will learn that individual uniqueness helps to make us who we are, and that differences can be enhancing. The children will find that it's okay to be different.

The underlying concepts of the activities in this unit form the foundation for understanding and accepting disabilities. In Unit One, as in all the units of the New Friends program, children will learn that they are as similar as they are different. They will discover that all children have the same basic needs, especially the need to be accepted.

In the packet of materials for teachers, there are drawings and pages to create a *New Friends Family Album*. Children can first create a "chapter" about themselves, beginning with a drawing or photograph. Other pages can include information about the child's height, weight, age, house, family, school, and whatever appears appropriate. The activities in Unit One are designed to assist you in helping the children obtain this information. These activities are meant to be guidelines. Be creative and allow the children to explore and discover all about themselves.

After the children have completed their own chapter, they will enjoy creating a chapter for each New Friend doll that they meet in the classroom. Sample dolls and accessories are provided for the children to use in creating many personalities. It will be necessary for teachers or volunteers to pre-cut most of these for young children. You may wish to supplement these materials with pictures from magazines, pictures of visitors, and cutouts from adaptive equipment catalogues and aid books. While young children can enjoy developing a storyline about their New Friend, older children can write simple stories. The objectives of this activity are to reinforce the concepts learned while meeting the New Friends and to encourage children to feel proud of themselves as well as their New Friends.

Correlated Activities

- How Big Am I?
- Hand, Foot, Finger, Toe
- My Favorite Things
- Person of the Week
- Silhouettes
- I Can Do It
- Behind the Screen
- In the Box
- Who's Under the Sheet?
- Our Gang
- Individual Differences

How Big Am I?

Purpose: To help children learn that people come in all shapes and sizes

Materials: Yardstick, a ball of string, a set of scales

Procedure: Ask children to take turns letting you measure their heights. As you measure each child, record his/her height on an "All About Me" page of the *NEW FRIENDS FAMILY ALBUM*. Then, measure a piece of string that is the same "height" as the child. Prepare for each child a page for his/her album with the title, "String as Long as Me." Ask the child to glue his/her piece of string to the page and include in his/her album.

Next, ask children to take turns being weighed. After each child is weighed, help them record their weight on an "All About Me" page of his/her *NEW FRIENDS FAMILY ALBUM*. Prepare a page "What Weighs the Same as Me." Help the child find a picture of an object that might weigh about the same as the child. Cut and paste the picture.

Hand, Foot, Finger, Toe

Purpose: To help children learn that people's body parts come in all shapes and sizes

Materials: Long piece of paper about 2 feet wide, placed on floor
Finger paints or ink pads

Procedure: Give each child a color of finger paints. Ask each child to make four (4) separate "prints," one each of his/her hand, foot, finger, toe, in his/her assigned spot on the long sheet of paper. After all children have had a chance to make prints, post the paper and discuss similarities/differences. Make these prints on smaller paper to put in the *NEW FRIENDS FAMILY ALBUM*.

My Favorite Things

Purpose: To help young children understand that everyone has different favorite things

Materials:

1. Tell children to cut out pictures of something they like to eat, something in their favorite color, something they like to do. Ask children to share their pictures with classmates. Talk about how the pictures tell something about each child.
2. Mix up pictures. See if children can identify their classmates by looking at pictures. Add these pictures to childrens' books. These can also be displayed on the bulletin board.

Variation: Have children find pictures of things that make them happy, sad; things they dislike, etc.

Person of the Week

Purpose: To help each child begin to develop a positive image of him/herself; and to be able to compare and contrast him/herself with other children in the classroom

Materials: Camera
Select pages from *NEW FRIENDS FAMILY ALBUM*

Procedure: Allow one child to be featured each week on an "All About Me" or "Person of the Week" bulletin board. Take an individual snapshot of the child who will be featured for the week. Place important information sheets from the child's album around the picture. After the bulletin board is complete, have a group discussion about the selected child's display. You may want to interview the child about his/her display. Use your judgment and knowledge of each child's readiness for the interview component of the exercise.

Silhouettes

Purpose: To help children recognize that people are different and the same

Materials:
Bright lamp with light bulb, or projector with bright light
White drawing paper
Black construction paper

Procedure: To make silhouettes of each child, place a bright light behind the child to cast a shadow on the white paper. Trace the outline of the child's profile. Cut out this profile and glue to black construction paper. Use this as a page in the *NEW FRIENDS FAMILY ALBUM.*

Before inserting the pages into the album, post the group's individual silhouettes on a bulletin board for a few days. Lead a discussion with the group focusing on similarities and differences in the silhouettes. Ask, who has curly hair, straight hair? Who has long eyelashes? Who has a little nose? etc. Point out similarities, as well, by asking, "How many children have curly hair, straight hair, etc.? How many children have long eyelashes?

I Can Do It

Purpose: To help children learn that people are talented in many different ways

To help children learn which talents each possesses, both individually and as a group

Procedure: Create several different "I Can Do It" stations for each child to explore and master. Some suggestions are:

- a station for pouring liquid from a pitcher to a cup or glass
- a station for putting together a six-piece puzzle
- a station for tying shoe laces on a doll
- a station for buttoning buttons, zipping zippers on a doll
- a station for throwing a ball or beanbag into a can
- a station for hopping on one foot for six hops
- a station for threading beads onto a string
- a station for painting a picture
- a station for singing
- a station for cutting out shapes

You can create stations according to the needs and abilities of your group. Use the "I Can Do It" page as an insertion in each child's *NEW FRIENDS FAMILY ALBUM*. As each learning station is mastered, place a star or check mark on each child's individual record in his/her album. Avoid a competitive theme in this activity.

Create several "I Can Do It" stations for each child to explore and master. Some suggestions are:

I Can Do It

	I can tie my shoes!
	I can pour juice without spills!
	I can throw the bean bag into the can!
	I can cut out three shapes!
	I can sing a song!
	I can button buttons!
	I can do a puzzle!
	I can hop!
	I can thread beads!
	I can paint a picture!
	I can . . .

Behind the Screen

Purpose: To help children learn that people come in all shapes and sizes and can often be recognized by looking at "parts," rather than the whole person

Materials: A screen that can be raised and lowered from the floor, a few inches to a couple of feet. As a suggestion, you might make one by tacking a large piece of poster paper between two poles, or by tacking paper to a blackboard stand.

Procedure: Ask for two or three children to volunteer to stand behind the screen. Adjust the paper so just the feet of the volunteers show (you may or may not want the children to remove their shoes). Ask for another child to volunteer to come forward and guess whose feet are showing and in what order. For example, the child might say, "These are Justin's feet. The next feet are Travis's. The last feet belong to Shelley." Then, lift the screen or have the children come from behind the screen to see if the guess was right.

As a variation, you might raise the screen to various levels so the children identify each other based on more body parts. Whose knees are these? or Who am I without a head?

Follow the guessing game with a discussion of the similarities and differences among the children. Comment on how they were able to identify each other from familiar "parts," without seeing the whole child.

In the Box

Purpose: To help children learn to recognize and appreciate the individual differences among their peer group

Materials: Box large enough for three children to stand in, or chalk or tape to mark a "box" on the floor

Procedure: Say to the children that you are going to ask special people to come stand in the box and sing a song. Then, decide on several "mixes" of children you might ask to stand in the box. For example, you might say, "I need in the box, one redhead, one singer, one bean-bag-thrower." Children with these characteristics come and stand in the box. Then, you ask them to sing the following song, to the tune of "Three Blind Mice":

"Look at us
Aren't we great!
A redhead, a singer, a bean-bag thrower,
Look at us!
Aren't we great!

Ask several combinations of children to take turns standing in the box and singing the song.

Discuss individual differences with the group. Emphasize that people's differences make them special and interesting. Say that being different is what we all are — and that it's O.K.

Who's Under the Sheet?

Purpose: To help children learn that there are many ways to identify people without seeing them

Materials: A bed sheet

Procedure: Ask for two or three children to volunteer to "hide" under the bedsheet. Then, you model "finding" each child by feeling their shapes through the bedsheet and by listening to their giggles. You may want to add some mystery and humor to the activity by saying things like, "I've found some fingers! Whose fingers could they be? Let's see, one finger is short, one feels more like a thumb, etc." Pretend to be stumped on which child is which. Talk aloud about the parts that you find and how they are alike and different. This activity should be brief for each group of children, not more than a minute or two.

As a variation, you might ask a child volunteer to identify his/her classmates.

After each round of identifying the children under the sheet, discuss with the group ways that identification was made that was not visual. Some to mention are: feeling shapes, feeling textures, listening to sounds, voices, etc.

Our Gang

Purpose: To help children begin to appreciate the contribution individual differences makes to a group.

Age Group: Pre School

Materials: A list of characteristics of children that makes each child unique. For example: long hair, brown eyes, small feet, someone who can color, someone who likes oatmeal, etc.

Procedure: Introduce the activity by talking with the children about the "Our Gang" group from the "Little Rascals" series. If possible, show a "Little Rascals" movie or arrange to see one on T.V. Talk about how these children are the same and different. Tell the children you are going to ask them to join other children in groups, based on the list of characteristics you have generated.

For example, you might say, in "our gang" number one, I need one person with blond hair; one person who can sing; one person who is tall; and one person who likes chocolate chip cookies. In gang number two, I need one person with blue tennis shoes; one person who has a brother, one person who has a kitten, and one person who can throw a bean-bag into the can."

After you have your "gangs" divided, you can then assign each group to a task or activity, such as, gang number one's job is to set the table for snack time; gang number two will be the cleanup team.

Discuss with the children that people who have very different talents can work together to get a job done well.

Individual Differences

Purpose: The following stories are designed to convey the concept of individual differences. The teacher can tell or act out the stories, using the *New Friends* dolls and any other appropriate props (baseball, houses, pictures of family members, etc.) The questions following the stories can be used by the teacher in guiding the children's exploration of the individual differences concept. These stories are suggestions which can be adapted for use with different dolls and altered to reflect particular interests, similarities, and differences of the children in your classroom.

Procedure:

1. The teacher or volunteer can tell or act out the story, using the *New Friends* dolls and any appropriate props.
2. After the story, the teacher or volunteer can ask the children questions about the story. The materials can also be used during the discussion to stress various ideas and to help the children remember details.

Story I: Yolanda and Michelle

Materials: Two *New Friends* or other dolls, puppets, or pictures of families, family members, houses, or other dolls.

Story: Yolanda and Michelle live in the same neighborhood. They like to visit each other because their families are so different. Yolanda lives with her mother and aunt. Michelle lives with her mother, father, and two sisters. How different it is at their two houses! Michelle's house is very busy, noisy, and fun. Yolanda's house is very quiet, because her aunt works at night. That's fun, also, because Yolanda and Michelle can tell secrets there. Other children in the neighborhood have families that are very different, too.

Questions: How are Yolanda and Michelle's families different?
What are some other kinds of families?
Who is in your family?

Story II: Georgio and Ralph

Materials: Two *New Friends* or other dolls, puppets, or pictures or models of a baseball glove, bat, dog, cat, and art and science activities.

Story: Georgio and Ralph are best friends. They live in the same apartment complex and ride the same bus to school. Georgio is very shy, but Ralph makes friends easily. They like to play baseball together. Georgio is the best catcher, and Ralph hits the ball the farthest.

Georgio and Ralph are the same in many ways and different in many ways. Georgio can count to ten and loves science experiments. Ralph's favorite activities are art activities. He likes to draw pictures of airplanes best. Georgio loves cats and Ralph loves dogs. They both love animals.

Questions: How are Georgio and Ralph the same?
(Both are boys, like baseball, love animals, go to the same school, etc.).
How are they different?
(Ralph likes art, Georgio likes science; Ralph is black, Georgio, white; Georgio's hair is straight, Ralph's, curly; Georgio is a good catcher, Ralph, a good batter, etc.)
What kind of differences do you see?
What kind of differences do you remember?

Story III: Carlos and Mary

Materials: Two *New Friends* or other dolls, puppets, or pictures or models of trucks, tacos, ice cream, and a school house and chicken, etc.

Story: Carlos and Mary are best friends. They both wear glasses. Carlos and Mary walk to the same school. They like to play together with trucks in the sandbox at school. Their favorite game is duck, duck, goose.

Carlos and Mary have a secret — Carlos is teaching Mary to speak Spanish. He moved from Mexico with his family this summer.

Mary likes to eat tacos at Carlos's house. Carlos thinks Mary's mother makes the best fried chicken. They both love to eat vanilla ice cream, with chocolate on top.

Questions: How are Carlos and Mary alike?
How are they different?
Do you know anyone who speaks a different language?

Audio Visuals and Teaching Aids

About Myself: Myself and Other People, Alike and Different; My Family and Other Families, Alike and Different; Everyone Needs Many Things — Early Childhood Filmstrip Series, Bowman Press, 662 Rodier Drive, Glendale, California 91201.

Edrington, M.J., Moss, S.A., Young, J. *Friends.* Monmouth, Oregon: Instructional Development Corporation, 1978 (Post Office Box 361, Monmouth, Oregon 97361). Stories of children with a variety of disabilities; includes exercises and discussion questions. Ages 5-17.

Living Together in America. C. Cook Publishing Co., School Products Division, Elgin, Illinois. Provides information on different groups of Americans — origins, daily life, food, customs, achievements, contributions, celebrations.

The Most Important Person. Distributed by Encyclopedia Brittanica Educational Corporation, Chicago, Illinois. This is a multimedia program designed to enhance each child's self-concept while developing his or her understanding about physical well-being, nutrition, feelings, and creative potential. Each boxed unit contains 16-mm sound color films, songs, and lots of activities.

People Are Different, Aren't They? (filmstrip) Distributed by Learning Media Corporation, 231 N. 63rd Street, Philadelphia, Pennsylvania 19139.

Children's Books

Brenner, Barbara. *Faces.* Childcraft Corporation (order no. 8K 453). Two eyes, two ears, a nose, a mouth, your face, mine, everyone's face — George Ancona's expressive photographs capture the sameness and variety in human faces.

Payne, Emmy. *Katy No Pocket.* (Illustrations by H.A. Rey) Boston: Houghton Mifflin Co., 1944. A kangaroo learns to adapt successfully to life without a pocket.

Rogers, Fred. *Josephine, The Short-Neck Giraffe.* Family Communications, Inc. 1975. Distributed by Hubbard. Introduction to attitudes and feelings toward likenesses and differences.

Showers, Paul. *Your Skin and Mine.* New York: Crowell Press, 1965. Regardless of color, skin has the same function and purpose.

Simon, Norma. *All Kinds of Families.* Childcraft Corporation (order no. 8K 095) Families come with all kinds of people, different sizes, different ages. The story celebrates many patterns of family life, and the love, sense of belonging and support a family provides.

Simon, Nora. *Why Am I Different?* Chicago: Albert Whitman and Co., 1976. Allows children to see that being different is all right and usual.

Spier, Peter. *People.* New York: Doubleday, 1980. Explores people around the world.

Weissman, Jackie. *All About Me* and *Let's Be Friends.* Distributed by Gryphon House, Inc. Book and record sets with black and white photographs by David Giveans which are nonsexist, multiracial and include disabled children.

Notes

New Friends

Unit Two

How We See: Meeting Vera

Unit Two

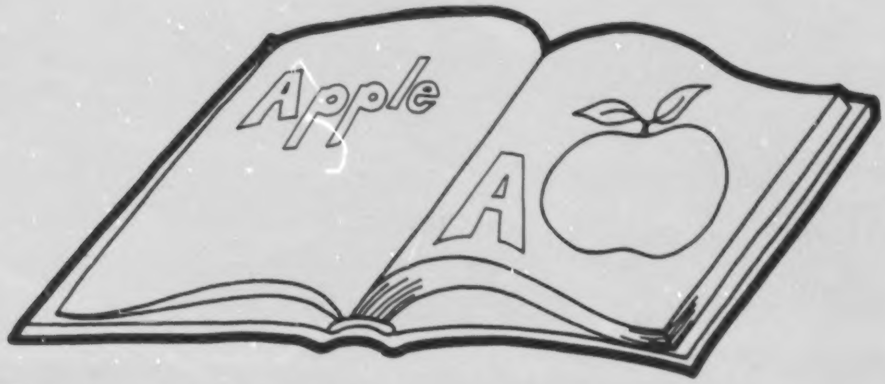
How We See: Meeting Vera

To the teacher:

In this unit the children will meet Vera, who has just joined their class. She is an outgoing, cheerful five year old girl who loves to swim. Vera has a visual impairment that requires her to wear heavy glasses. Even with these glasses she cannot see objects clearly. Vera uses books with large print and pictures and needs assistance maneuvering in new environments. Her favorite activities in school are to play on the jungle gym (she can climb higher than anyone else) and to listen to the "talking books" which are sent to her home every month. Vera is starting to use an abacus to learn to count. The script included in this unit will give you some guidelines for introducing Vera. Adapt the content to the needs of the children in your classroom. It is important that the children get to know Vera as a competent child, who likes to do the same things as all children. The activities in this unit are designed to help young children learn about eyes and vision as well as to experience visual impairments.

Below are concepts that you may find useful in teaching children about eyes, vision and visual impairments. A sample group discussion is included in this unit.

- Parts of the eye
- Difference in eye color
- Eye movements and functions
- Differences in the ways people see
- Aids to vision: glasses, canes, Seeing Eye dogs, Braille books, books with large print
- Developing the use of the other senses
- How people with visual impairments see
- How to be helpful to people with visual impairments



Frequently asked questions:

QUESTION: *What are visual impairments?*

ANSWER: The majority of individuals with visual impairments are "partially sighted" (20/70 to 20/200 after correction with lens). Only a small percentage are blind (less than 20/200 with lens). There are also impairments that effect the muscles that control the movement of the eyeball, including amblyopia, nystagmus and strabismus.

QUESTION: *How do objects appear to people who are partially sighted?*

ANSWER: This varies greatly. To some people, objects may appear as shadows or they may be distorted and blurred. Some only see objects in focus when they are held very close to the eyes or at a great distance from the eyes. Others lack peripheral vision so that only objects directly in front of them are visible. The opposite of this is tunnel vision where objects on either side are not seen.

QUESTION: *Do blind people only see black?*

ANSWER: Most people who are blind can perceive images of light and darkness. Although totally blind individuals cannot tell light from dark, their sight can best be described as "seeing nothing". The idea that blind people live in a world of total darkness can be frightening to young children. It is necessary to emphasize that individuals with visual impairments are not frightened by their disability. They may have had the advantage of mobility training, as well as the use of the many aids designed to assist them (i.e. Braille books, white canes, Seeing Eye dogs, beeper ball, etc.)

QUESTION: *Do blind people develop a "sixth sense"?*

ANSWER: While blind people do learn to compensate for their lack of sight through the use of other senses, it is a myth that they develop a "sixth sense".

Braille Book

QUESTION: *What myths or stereotypes about visual impairments are important to dispel?*

ANSWER: Children may have been exposed to negative images of people with visual impairments through movies, literature and folklore. As a result, they may perceive a blind person as "evil", "scary", or as an object of pity. A visually impaired person may be perceived as "bumbling" ("Mr. Magoo"). It is important to emphasize that most people with a visual impairment are competent, productive individuals who enjoy doing the same things as everyone else.

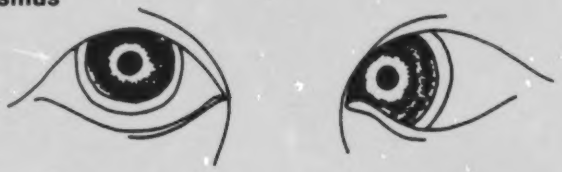
QUESTION: *What may concern young children about a classmate with a visual impairment?*

ANSWER: Children with visual impairments may demonstrate unusual mannerisms, such as rocking their bodies, flapping their hands, tapping objects or holding their heads in unusual positions. These children may also be perceived by their peers as unresponsive due to an inability to respond to facial expressions. Some children with visual impairments may need to touch their peers excessively.

QUESTION: *How can I make a doll with a visual impairment?*

ANSWER: It is easy to adapt the basic pattern to depict the following visual impairments.

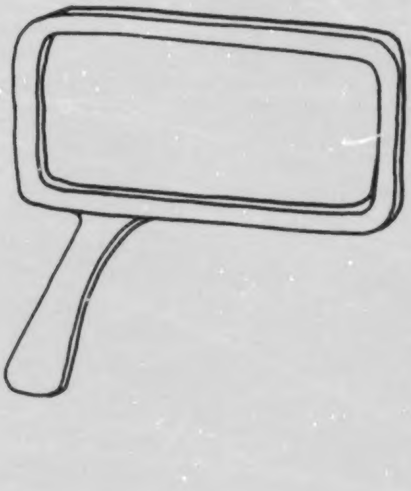
Strabismus



Cataracts
Pieces of gauze or cellophane over eyes can be used to depict cataracts.

Acuity Problems
These visual impairments are relatively easy to depict. Discarded children's glasses can be obtained from an optometrist. The only adjustment needed is to shorten the temple with wire cutters, cover with tape, and sew the glasses securely under the doll's hair and at the bridge of the nose.
PROPS: Large print books, magnifying glasses, abacus.

Blindness
A white cane can be made from a cafe curtain rod with rubber tip or a wooden dowel. You may wish to include dark glasses as well. It is important for the doll to have eyes under the dark glasses.
PROPS: Braille cards, Seeing Eye dog, OPTICON, tactile watch, beeper balls, Braille games, etc. Catalogues of materials for the blind are available from the American Foundation for the Blind, Consumer Dept., 15 W. 16th Street, New York, N.Y.



Suggested topics and strategies for discussing vision with children:

GROUP DISCUSSION:	NOTES TO TEACHER:
We use our eyes to see. Seeing is an important way of learning.	*Have the children talk about the color of their eyes. A small hand mirror can be used in this activity.*
We all have eyes, but they can be different colors, sizes and shapes.	*Have children point to their own.*
We have eyelids and eyebrows to protect our eyes.	*Have children point to their own.*
We have pupils in the center of our eyes.	*Have children look at a classmate's eyes.*
We can blink, open, close and wink our eyes.	*Have children participate.*
Eyes have small muscles. Some people's muscles move differently or are weak. They may wear a patch or need an operation to help them see better.	
Other people need glasses to help them see.	*Have children talk about people they know who wear glasses.*
Some people wear glasses but still can't see very well. They have to hold a book very close to their eyes or have a special book with very large print. These people are visually impaired.	*Have children make a collage of glasses, show children a large print newspaper.*
Other people can't see at all. They may use canes and Seeing Eye dogs to help them get around. These people are blind. They read by using their fingers to feel special raised bumps called Braille.	*Let children feel Braille cards.*
What could we do to be helpful to a new classmate who was blind, visually impaired, etc.?	

Meeting Vera

Teacher: I have a new friend I'd like you to meet. Her name is Vera.

Vera: Hi, everyone!

Teacher: Vera, we would like to get to know you. Why don't you tell us about yourself?

Vera: O.K. Let's see . . . I'm a girl. I'm 5 years old and I love to go swimmimg. I have a little brother who can't swim yet. What else do you want to know about me?

At this point allow children to ask Vera questions. Guidelines for answering questions follow the script. Develop her personality in terms of her strengths and interests. For example, "I like to listen to music. I have my own record player and I know how to work it myself. I like to dance. I have a kitten named Lisa. She's real soft, so I like it when she cuddles up to me and purrs but I don't like it when she plays too rough." If children do not comment about Vera's glasses, continue with the dialogue as follows.

Teacher: The children may wonder why you wear glasses.

Vera: My glasses help me to see better. You see, I can't see very well without them, everything's blurry.

Teacher: Tell us more about how your glasses help you see.

Vera: My glasses help me see a lot! When I am not wearing them, things are so blurry that I can't even tell what they are. My mom tells my brother that it would be like him trying to see with a pillow case over his eyes.

Teacher: Can you see clearly with your glasses?

Vera: Nope! But much better. With my glasses, objects are much less blurry. Sorta like looking through a heavy piece of plastic. I can look at books with big print and pictures. I already know all my numbers — even 16!

Teacher: Vera, since you can't see well, is there anything special we can do to help you in our classroom?

Vera: Yes. I need someone to show me where everything is and how things work. Once I know where everything is, I'm OK. But sometimes I bump into things when they're left in the wrong place.

Teacher: We'll be happy to show you around our classroom. Is there anything else we can do?

Vera: Yes! Sometimes people laugh at me — and call me names. Guess what they call me? "Four eyes." Oh — it makes me feel awful. I was even afraid someone would call me "Four Eyes" when I came to school today. My name is *Vera*. I want to be called *Vera*.

Teacher: Nobody likes to be called names.

Vera: Oh, there's one more thing. Sometimes I need help and I'm afraid to ask. But — you know what scares me the most? I don't know *anybody* in this class. I want a friend to play with and to help me find my way around. Do you think someone in here would be my friend and play with me today?

Questions That Children Might Ask Vera

If children raise their hands, remind them that Vera cannot see them. Children will need to call her name softly when they wish to ask her a question.

Question: Why can't you see well?

Vera: I was born this way.

Question: Is it scary?

Vera: No, I'm used to it.

Question: Do you take your glasses off when you go to bed?

Vera: Yes. I have a special place next to my bed where I know I'll find them in the morning. I have a special place for just about everything. My mom says I'm really organized.

Question: How do you watch TV?

Vera: I listen to what people say to each other but I like to have my mom, dad, or a friend tell me what people are doing.

Question: Do you take your glasses off when you go swimming?

Vera: Yes. And I can even jump off the high board.

Question: How do you pour?

Vera: Like this. My mom showed me how to put my finger over the side of the glass. That way I know when the glass is full. *(Demonstrate)*

Question: Are you blind?

Vera: No. I have a visual impairment, but I'm not blind. Blind people can't see at all. But they have a special way of reading and writing called Braille. *(At this point you may wish to do one of the simulation activities.)*

Correlated Activities

Looking At Our Eyes
Different Ways of Seeing
What Our Eyes Tell Us About Things
Identifying Shapes With Fingers
Identifying Different Sounds
Using Smell to Identify Foods
Using Taste to Identify Foods
What If You Were Blind?
Making Eyeglasses
Learning About Braille
Blindwalk

Looking At Our Eyes

Materials: A small mirror for each child

Procedure:

1. Have children look into mirrors to identify parts of the eye, including pupil, eyelid, lashes, brows, etc.
2. Ask children to tell the color of their eyes and compare colors with those of classmates' eyes.
3. Have children blink, open, close, squint, and wink their eyes.

Different Ways of Seeing

Materials: Gauze, stockings, net fabrics, long tubes, kaleidoscopes, telescopes, magnifying glasses, binoculars

Procedure:

1. Place above materials at a learning center table.
2. Encourage children to experiment looking through the objects. Ask questions about how things appear.
3. Discuss how limited vision would affect eating, reading, finding one's way around the room, etc.

What Our Eyes Tell Us About Things

Materials: Collection of round objects, all relatively the same size (apples, oranges, baseball, squash ball, etc.)

Grab bag with a draw string

Procedure:

1. Have child close eyes and reach in bag.
2. Ask child to try to identify the different objects in the bag.
   Ask: Is it rough or smooth, rough or soft? What shape is it? What color is it?
3. Talk about how vision helps to identify certain characteristics of objects such as color, but other features are identified through touch and smell.

Identifying Shapes With Fingers

Materials: Corregated cardboard or wooden shapes glued to a board or heavy surface. Make one board for each child participating in the activity.

Procedure: Have children close their eyes and identify shapes.

Variation: Have children close their eyes. Hand them individual geometric shapes of different sizes and colors. Ask them to identify shapes and to compare sizes. Discuss why it is impossible to identify the colors.

Identifying Different Sounds

Materials: Common objects found in the classroom

Procedure:

1. Ask children to close their eyes and to identify sounds normally heard in the classroom (air conditioner, people in hall, etc.)
2. Make sounds by dropping, pounding, banging, opening or shutting different objects. Have children guess the source of the sound. Talk about what can be learned about objects by using hearing, instead of vision.

Using Smell to Identify Foods

Materials: Slices of oranges, apples, onions, lemons, bananas, etc.

Procedure:

1. Have children close their eyes and identify the above foods by their odors.
2. Ask children to match pieces of the same food by using the sense of smell.

Variations:

1. Repeat the activity using other familiar smells such as soap, flowers, vanilla, peanuts, etc.
2. Books with pictures that release odors when lightly scratched and scented markers are available in children's toy stores. They can be used effectively as a follow-up activity to this lesson.

Using Taste to Identify Food

Materials: A broad selection of familiar foods (Be aware of food allergies.)

Procedure:

1. Have child close eyes.
2. Put a small amount of food in the child's mouth. Ask the child what he/she tastes.
3. Repeat above exercise having child hold his/her nose. Discuss how smell affects one's ability to taste food.

What If You Were Blind?

Materials: Pictures of familiar objects, such as a clock, an onion, a pumpkin, a toy truck

Procedure: Ask the children to complete the sentence:

"If you were blind, how would you know what ______________ was?

Hold up pictures of various familiar objects. Talk about how some objects are identified by smell, others by shape, and others by taste.

Making Eyeglasses

Materials:

- Cardboard
- Markers
- Scissors
- Decorations
- Glue

Procedure: Make a cardboard form of a pair of small glasses. Make copies out of construction paper for young children to decorate and wear. Let older children trace and cut out their own eyeglasses.

Variation: Have children make a collage of pictures of eyeglasses and eyeglass wearers from magazines, newspapers, or old books.

Learning About Braille

Materials: Braille cards or a Braille book (these can be obtained from the National Braille Association [NBA], 654-A Godwin Avenue, Midland, NJ 07432 - Telephone: (201) 447-1484).

Procedure:

1. Explain that Braille is a system of reading through touch. Have child close eyes and touch Braille pages.
2. Talk about how the "writing" is different; how the bumps are not a raised alphabet, but a special code. If the Braille book has pictures, have the child try to guess what a picture is with closed eyes.

Variation: Show a book or magazine with large print and discuss its use.

Blindwalk

Materials: Blindfolds

Procedure:

1. Allow a child to blindfold him/herself. If being blindfolded is upsetting to any child, do not insist but allow the child the opportunity to keep her/his eyes closed. This activity is best done with one adult to one child.
2. Allow child an opportunity to explore the classroom blindfolded. Talk about the advantage of having objects in familiar places.

Variation: Have children maneuver through an obstacle course or look at books through clear plastic blindfolds.

Reference

Mainstreaming Pre-Schoolers: Children with Visual Handicaps. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. 017-092-00030-8).

Audio Visuals and Teaching Aids

The Five Senses (filmstrips). C. Cook Publishing Co., School Products Division, Elgin, Illinois. Order No. 95663: "Look How You See."

The Most Important Person: Senses. Distributed by Encyclopedia Britannica Corporation, Chicago, Illinois. See Unit I for description of material.

Let's Talk It Over (filmstrips with cassette or 16mm animated film). Dramatizes how a child deals with a visual impairment. Distributed through Encyclopedia Britannica, Chicago, Illinois, 1977.

Children's Books

Braithwaite, Althea. *Having an Eye Test.* Cambridge, England: Dinosaur Publications, 1981. A nonfiction book about having an eye test.

Dr. Seuss's ABC (Braille Edition). Howe Press, Perkins School for the Blind, Watertown, Mass. 02172.

First Delights: A Book about the Five Senses. New York: Plat, 1966.

Goodsell, Jane (Illustrations by Barbara Cooney). *Katie's Magic Glasses.* Houghton Mifflin Company, 1965. A five-year-old girl who experiences blurred vision goes for an eye examination to find that she needs to wear glasses.

Jensen, Virginia Allen: Haller, Dorcas Woodberry. *What's That?* Philomel, 1977. Both blind and sighted children lose their fear of a handicapped person by becoming better acquainted.

Look at Your Eyes. Edison, NJ: Childcraft Educational Corporation. Order No. 4K 327.

Maclachlan, Patricia (illustrations by Deborah Ray.) *Through Grandpa's Eyes.* Harper, 1980, 44 pages. John loves to visit his blind grandpa, who teaches him how to "see" through touch, sound, and smell. A tender story with poetic illustrations. Fiction.

Reuter, Margaret (Pictures by Philip Lanier). *My Mother Is Blind.* Chicago: Children's Press, 1979. A good introduction to blindness and Braille.

Witte, Pat and Eric. *The Touch Me Book.* Edison, New Jersey: Childcraft Corporation. Order No. 8K 027. What feels furry? Soft? Sneezy? Squishy? Each page has something for the smallest fingers to touch and explore.

List of Aids and Appliances

Cane and Other Aids (Catalog)
Independent Living Aids, Inc.
11 Commercial Court
Plainview, New York 11803
(516) 681-8288

Scrabble, Bell Balls, Catalog (Products for People with Vision Problems)
American Foundation for the Blind
18440 Oxnard Street
Tarzana, California 91356
(213) 343-2022
NOTE: Lending library there makes books available at no charge for a month at a time.

Braille Weekly Reader (one free), Braille Alphabet Cards
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Braille Alphabet Cards
Communication Center
Minnesota State Services for the Blind
1745 University Avenue
St. Paul, Minnesota 55104

Slate and Stylus
For a single copy, send a self-addressed, stamped envelope to:
ZOOM
Box 350
Boston, Massachusetts 02134

To purchase larger amounts, ask for Model No. 1 from:
Perkins School for the Blind
Watertown, Massachusetts 02172

Notes

Unit Three

How We Hear: Meeting Hilda

Unit Three

How We Hear: Meeting Hilda

To the teacher:

In this unit, the children in your classroom will meet Hilda. Hilda is a capable five-year-old girl with many interests who has just moved to the neighborhood. She also has just celebrated her birthday and is very proud of the new Dr. Seuss books that her parents have given her. Her favorite book is *Green Eggs and Ham.* Hilda also loves to play her record player and dance. She has a pony named Jumper which she is able to ride with the help of her uncle.

Hilda wears a hearing aid due to conductive hearing loss. She is very comfortable telling the children in her new class what it is like to be hearing impaired. The script in this unit will give you some guidelines for introducing Hilda and hearing impairments to children. Some hearing-impaired children have an awkward or unusual voice quality. You may want to ask an individual familiar with hearing impairments to help you present Hilda. It is important for the children to get to know Hilda as a capable, likable child who is more like them than different from them.

The activities in this unit are designed to allow children to learn and to explore all aspects of hearing: ears, variations in sounds, vibrations, as well as to actually simulate a hearing loss.

Listed below are concepts that you may want to share with the children when teaching about hearing and hearing impairments:

- Parts of the ear
- How we hear
- Differences in abilities to hear
- Information about hearing aids
- Alternate forms of communication (sign, finger spelling, etc.)
- How to be considerate of a hearing-impaired classmate
- A hearing-impaired classmate is more like his/her classmates than different.

Body Aid

Frequently asked questions:

QUESTION: *What are the different kinds of hearing impairments?*

ANSWER: Children with hearing impairments can have difficulty receiving sound in two ways. The sounds they receive may not be loud enough or the sounds may be distorted. A child is labeled deaf when his/her hearing is so impaired that it cannot be used for ordinary daily activities, with or without a hearing aid. "Hard of hearing" is when hearing is impaired but can be used with the help of a hearing aid. The severity of hearing impairment can be broken down into four categories: mild, moderate, severe, and profound. There are two types of hearing loss: conductive (outer or middle ear dysfunction) and the more severe sensory-neural (inner ear dysfunction).

QUESTION: *What may concern other children about a classmate with a hearing loss?*

ANSWER: A child with a hearing impairment may have difficulty controlling how loudly he or she speaks, may have poor articulation, or may have too high or low pitched voice quality to verbalize sounds. Many profoundly deaf individuals can and do learn to talk. A hearing impaired child has great difficulty acquiring language and speech, as well as developing vocabulary. Society uses these traits as measures of intelligence. Assumptions are therefore made that deafness can be equated with lower intellectual functioning. However, hearing impaired children have the same potential for cognitive development as other children.

QUESTION: *Do hearing impaired individuals develop a sixth sense?*

ANSWER: Although a person who does not hear has to depend on vision and tactile skills to gather information about his/her world, it is a myth that they develop a sixth sense.

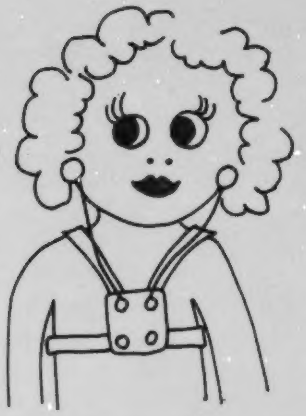
Ear Level Aid

QUESTION: *How do I make a doll with a hearing impairment?*

ANSWER: Adapting the basic pattern, a hearing-impaired doll can be characterized with either of two kinds of hearing aids:

1. an ear-level aid
2. a body aid

Discarded aids can be obtained from a clinic or audiologist or can be created from scrap material (a transistor radio or a small square box held on the doll's chest with elastic, having wires going to buttons on the ear).



Suggested topics and strategies for discussing hearing with children:

GROUP DISCUSSION:	NOTES TO TEACHER:
We hear with our ears. We depend upon hearing to learn many things every day.	*Have children point to their ears.*
There are three parts of the ear: the outer ear, the middle ear, and the inner ear. The ear and nerves carry signals to the brain. In the brain, these signals are translated into sounds which we understand and "hear."	*Use a picture or a model of an ear to illustrate.*
Some people can't hear as well as other people. They have a hearing impairment. Sometimes they are called "deaf."	
Some people with a hearing impairment can use a hearing aid to hear better. A hearing aid makes sounds louder. Without it, words are difficult to understand. Sometimes even a hearing aid does not allow people to hear. We can help by talking a little louder and slower. It helps also to talk so that the person can see our face. What are some other ways we could be helpful?	*Show a picture of a hearing aid. Let the children think of ways to be helpful.*
Deaf people sometimes talk using their hands. This is called "sign language."	*At this point, you may wish to do an activity demonstrating signing or invite an individual to demonstrate signing. Remember to have the visitor share interests and hobbies other than just his/her hearing impairment.*

Unit Three: Sample Script

Meeting Hilda

Teacher: I have a new classmate for you to meet. Her name is Hilda and she just moved to our town with her mother and sister. As you can see, Hilda wears a hearing aid. The hearing aid helps her hear better but we still need to talk slowly and allow Hilda to see our faces when we are talking to her.

Allow children to say hello to Hilda.

Teacher: Hilda, would you like to tell the children something about yourself?

Hilda: Well, I have to wear a hearing aid because I have a hearing impairment. That means that I can't hear quiet sounds very well. It's like turning the television or radio down so low that you can't hear it. When I put on my hearing aid, it's like turning up the sound on the television or radio. It makes everything louder and easier to understand. *(Demonstrate with a portable radio.)*

The following are questions that children may ask. If children do not voluntarily ask questions, the teacher should incorporate these concepts into a dialogue with Hilda, or have another adult ask the questions.

Question: Is that a button in your ear?

Hilda: No, it's part of the hearing aid. The wires go to a battery that turns up the sound, like a transistor radio with an earplug. *(Hilda shows children.)*

Question: Do you wear your hearing aid to bed?

Hilda: No, I take it off when I go to bed, go swimming or take a bath.

Question: What happened to you?

Hilda: I was born with a hearing loss.

Question: Will you always have to wear your hearing aid?

Hilda: Yes. I'll always need to wear it.

Question: What's it like to wear a hearing aid?

Hilda: My hearing aid is comfortable and makes hearing a lot easier. I don't have to listen so hard, but I still need people to talk slowly and it helps if I can see people's faces.

Question: Are you deaf?

Hilda: No. Deaf people can't hear at all. I can hear sounds but they are too soft.

Question: Is deaf the same as death?

Hilda: No! They are just two words that sound alike.

Teacher: What are your favorite things to do, Hilda?

Hilda: My favorite days are when I can ride my pony, Jumper. He lives on my uncle's farm. Jumper gets really excited when he sees me coming because I always bring him an apple. My uncle says that I'm the best rider he's ever seen and I'm only 5 years old!

Teacher: That's really fantastic, Hilda! What else do you like to do?

Hilda: I can't read yet, but I like to look at pictures in books, especially books about horses. I like to watch TV, too.

Teacher: Do you have trouble hearing people's voices on television?

Hilda: A little, but my hearing aid helps. See if you can understand me while I talk without making any sounds. *(Experiment with a few words and simple phrases such as, "I like you." Say the words without using your voice.)*

Teacher: Now try to understand me. *(Put hands in front of mouth to muffle speech slightly.)* Some people who are hearing impaired hear sounds this way.

Teacher: Tell us more about people who are deaf. Don't they have a special way of talking?

Hilda: Yes. They use "sign language" to talk with their hands. *(Show children pictures of manual alphabet or sign language. Encourage children to learn a few simple words.)*

Teacher: Is there anything special that we can do to help you, Hilda?

Hilda: When you talk to me, make sure that I can see your face so I can understand better. It makes me feel left out when I can't hear what's going on.

Teacher: Well, thank you for telling us about yourself. It's always nice to meet new friends.

Unit Three

Correlated Activities

Loud and Soft Sounds
Recognizing Familiar Sounds
Learning About Vibrations
Fast and Slow Sounds
Silent Screen
Simulation of Hearing Loss
No Talking Time
Learning About Sign Language

Loud and Soft Sounds

Materials:

Hammer and nails
Feathers
Socks stuffed with cotton
Plastic spoon
Metal spoon

Procedure: Strike above materials on a hard surface to create soft and loud sounds. Talk about how the composition of the object makes a difference in the sounds that they hear.

Variation: Play loud and soft music. Discuss how volume can influence the way you feel.

Recognizing Familiar Sounds

Materials:

Bells
Sandpaper
Horns
Whistle
etc.

Procedure: Make sounds, using the above materials, out of the children's sight. Ask them to identify the source of the sound.

Learning About Vibrations

Materials: Drum, tuning fork, or piano

Procedure:

1. Let child experiment with any of the above objects by making sounds and feeling vibrations.
2. Ask the child to describe what he/she feels.

Variation: Look for other opportunities to feel vibrations in everyday activities (e.g. door slamming, large truck rumbling, beat from loud music).

Fast and Slow Sounds

Materials:
Record player
Slow and fast records

Procedure:

1. Play slow and fast records and ask children to move to the music. Talk about how the music makes them feel. Notice how they change their movements in response to the speed of the music.
2. Turn the volume down and repeat the same selections. Discuss the problems in dancing and in keeping rhythm when you can't hear the music well.

Silent Screen

Materials: Short cartoon, movie, filmstrip, or TV program

Procedure:

1. Show a short movie, cartoon, or TV program without the sound.
2. Have the children explain what happened and how they felt about watching a movie without sound.

Simulation of Hearing Loss

Materials:

Ear muffs
Records
Record player

Procedure:

1. During group time, ask children to put on ear muffs or to place their hands over their ears.
2. Play a recorded story softly for three minutes and ask children if they could understand the story. Talk about how it feels not to be able to understand what is being said.

Variation: A record player set at the wrong speed.

No Talking Time

Materials None

Procedure: Choose a certain time when no one can talk (during lunch is fun). The children will have to read gestures to understand what is being communicated. Later, talk about how it felt.

Learning About Sign Language

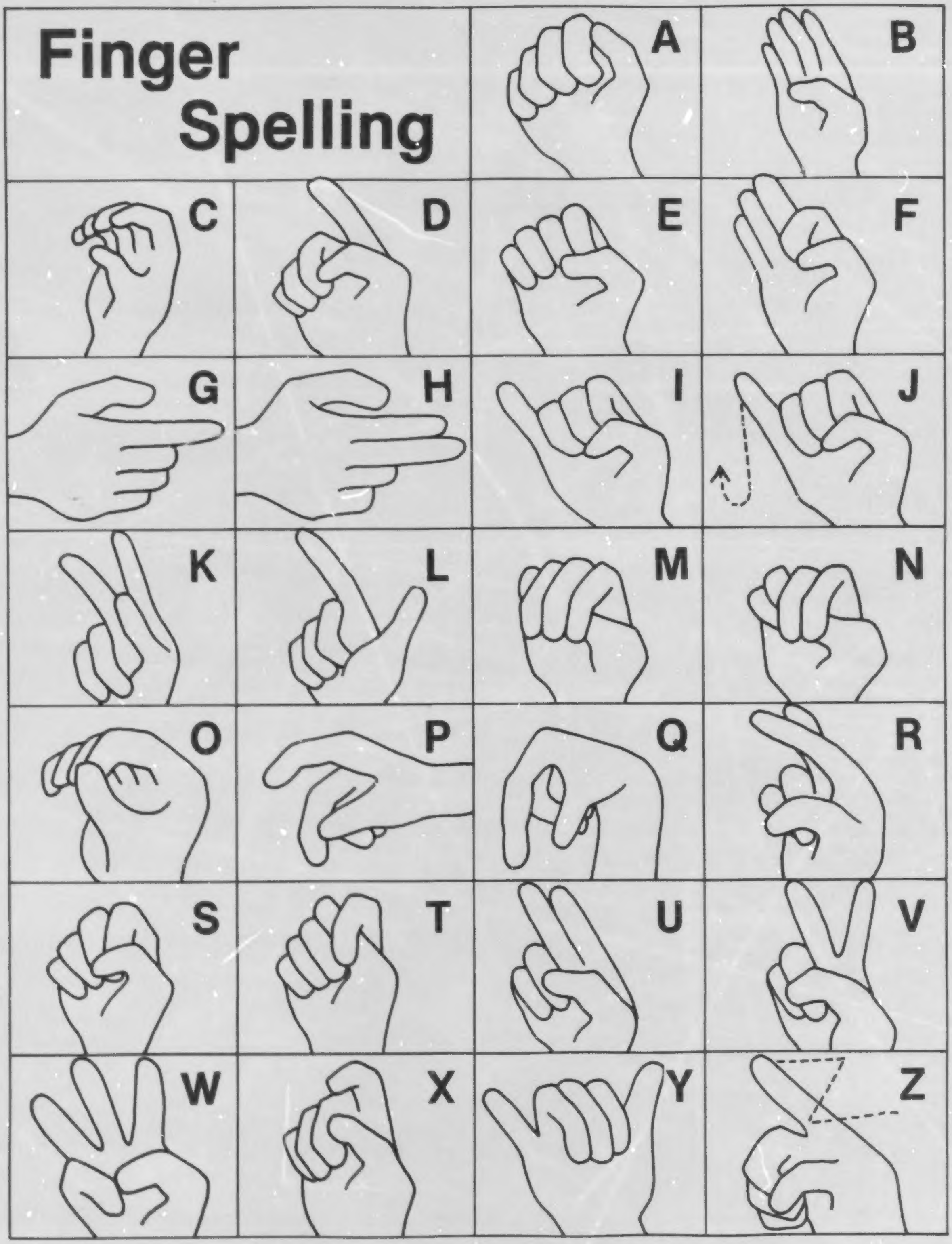
Materials: Copy of Book *Handtalk* (see bibliography).

Procedure: Talk about sign language and how it is used. Encourage the children to learn some signs. Tell the children to watch for television programs that use signing.

Additional activities can be found in the Unit on Communication.

Varitation: Discuss Finger Spelling with children using the sheet included (p. 49)

Finger Spelling



Reference

Mainstreaming Preschoolers: Children with Hearing Impairments. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. 017-092-00032-4).

Audio Visuals and Teaching Aids

The Five Senses (filmstrips). C. Cook Publishing Co., School Products Division, Elgin, Illinois. Oder No. 95663: "Here's Your Ear."

Getting Through: A Guide to Better Understanding of the Hearing Impaired. Zenith Radio Co., 6501 W. Grand Avenue, Chicago, Illinois 60635. All grade levels. Contains simulated hearing loss activities and hints on how to make communication easier.

The Most Important Person: Senses. Distributed by Encyclopedia Britannica Educational Corporation, Chicago, Illinois. See Unit I for description of material.

Children's Books

Charlip, Remy and Mary Beth. *Handtalk: An ABC of Finger Spelling and Sign Language.*Illustrated by George Ancona. Four Winds, 1980, 48 pages. All ages will enjoy learning about the ways people can talk without using their voices: finger spelling (making words letter-by-letter with the fingers) and signing (using the hands to convey a picture for a word or idea). Full-color pictures show children how it's done.

Children's Television Workshop/Sesame Street Sign Language Fun. A very simple American Sign Language book. New York: Random House, Children's Television Workshop, 1980.

Litchfield, Ada B. *A Button in Her Ear.* Albert Whitman and Co., Chicago, Illinois, 1976. A story about a hearing-impaired girl who likes baseball.

Peterson, Jeanne Whitehouse. *I Have a Sister, My Sister Is Deaf.* New York: Harper & Row, 1977. Fiction, Grades K-3. A young girl talks about her little sister, who is deaf.

Who Am I? (From the Mr. Roger's *I am, I Can, I Will* Series) A seven-year-old hearing-impaired child explores many different relationships and feelings that all children experience. Hubbard Publications, P.O. Box 104, Northfield, Illinois 60062.

List of Aids and Appliances

Hearing Aids
Check with your local hearing aid dealer for sample aids.

Story Books with Sign Language
Write for catalogue or book list:

Gallaudet College Bookstore
7th & Florida Avenues, N.E.
Washington DC 20002

National Assoc. for the Deaf
814 Thayer Avenue
Silver Spring MD 20910

Children's Sign Language Playing Cards
International Association for Parents of the Deaf
814 Thayer Avenue
Silver Spring MD 20910

Sign Cards
Hearing Society of Minnesota
2100 Stevens Avenue, South
Minneapolis MN 55404
(612) 870-0321

For a single copy, write:
ZOOM
Box 350
Boston MA 02134

Resources

Sign Language Store Catalogue
9420 Reseda Blvd.
P.O. Box 4440
Northridge CA 91328

Sign UP/Catalogue of books, gifts, T-shirts, products and posters created to help children learn about signing. 2590 Channing Way, Berkeley, CA 94704, (415) 845-7715.

Notes

New Friends

Unit Four

How We Move: Meeting Manuel

Unit Four

How We Move: Meeting Manuel

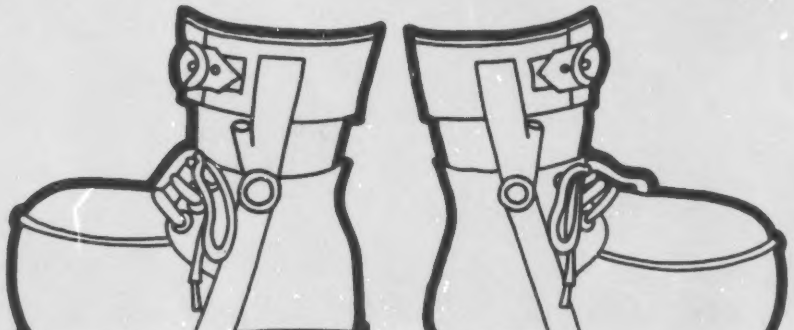
To the teacher:

In this unit, the children in your classroom will meet Manuel. Manuel is an outgoing, competent preschooler. The children in your classroom will enjoy hearing about Manuel's kite-flying escapades. He has been an expert kite flyer since his aunt bought him a kite in Washington, D.C. He now has six different kites.

Manuel was born with only three fingers on his left hand and a partial leg. He wears a prosthesis and "can even climb faster than my brother." Manuel's candid response to questions will encourage the children to express their curiosities or anxieties about his appearance. A doll with an artificial and deformed limb was chosen because preschool children commonly have many questions and concerns about individuals with these impairments. There are many other types of orthopedic impairments that you might choose to develop: a doll with cerebral palsy, a doll in a wheelchair, etc. The goals in presenting any of these disabilities would be the same: for the children to feel free to question and to begin to know a child with an orthopedic impairment as a person capable of living a productive, satisfying life. The activities in this unit are designed for children to explore how their bodies move and to experience restricted movement.

Below are some concepts you may find useful in teaching children about bodies, movement, and limitations of movement:

- Various ways people move
- Body parts involved in movement
- Characteristics of movement: rhythm, speed, direction
- Aids in movement: bicycles, skates, trucks, wheelchairs, skateboards, scooters, sleds, walkers, braces
- People with orthopedic impairments are more like us than different from us
- How can we be helpful to an individual with an orthopedic impairment?



Frequently asked questions:

Below are frequently asked questions about *New Friends* and orthopedic impairments.

QUESTION: *What are orthopedic impairments?*

ANSWER: Orthopedic impairments can range from slightly restricted use of an arm or leg to total immobility. The most common impairments are cerebral palsy, spina bifida, and muscular dystrophy. These disabilities range from mild to severe.

QUESTION: *Are people with orthopedic impairments sick and fragile?*

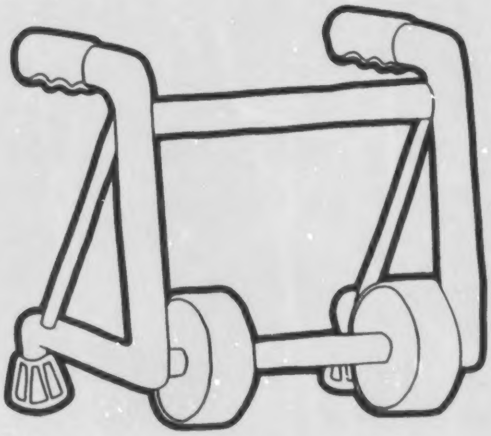
ANSWER: Not necessarily so. Most individuals with an orthopedic impairment are healthy and strong. They enjoy and need to do the same activities as non-disabled individuals.

QUESTION: *What does wheelchair-bound mean?*

ANSWER: It is a common myth that wheelchair users are bound to their wheelchairs. Some wheelchair users can and do get out of their chairs. Some wheelchair users can walk but find it easier or more convenient to use a wheelchair.

QUESTION: *What difficulties may the children in my class have in accepting a child with an orthopedic handicap?*

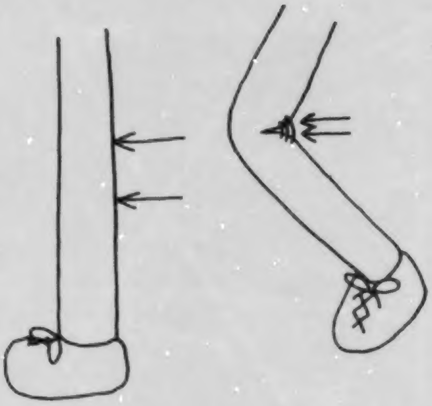
ANSWER: Since orthopedic handicaps are so visible, young children will have many questions and may even feel a little anxiety about a new classmate with a physical disability. These questions are normal and should not be discouraged. It is very important to help a young child see the person beyond the handicap. Children find it easy to recognize the limitations of a physical disability but have difficulty understanding that disabled people do learn to cope and lead full productive lives. Young children may be fearful that an orthopedic impairment can be contagious. Therefore, they may avoid contact with a disabled classmate.



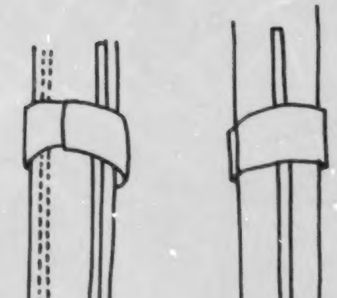
QUESTION: *How do I make a doll with an orthopedic impairment?*

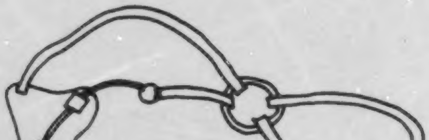
ANSWER: There are many different orthopedic impairments. Below are some suggested adaptations to the basic pattern:

Cerebral Palsy
A doll with cerebral palsy can be developed by using thread to tack arms and legs in a fashion that demonstrates constricted muscles (see illustration).



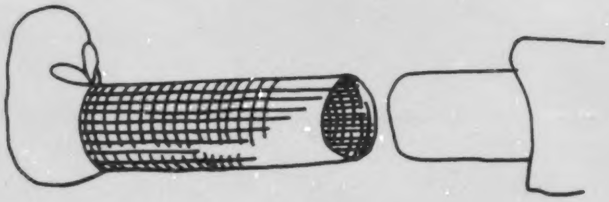
Leg or Arm Braces
A surgical company, clinic, or doctor may be willing to let you have discarded appliances. Braces can be simulated by using pieces of weather stripping, metal tubing, etc. with adhesive fabric to an old pair of children's high-top baby shoes.





Prosthetic Devices

Legs: Cardboard tubes, vacuum cleaning hoses, needlepoint mesh rolled in tubes, or pieces of flexible hosing or piping can be used for prostheses.



Arms/Hands: The above materials can be attached to a hook or large clips from clothes holder. Dime stores and hardware stores are good sources of materials. It is important that sharp ends are covered so children won't hurt themselves. Snaps, belts, and straps can be obtained from discarded sandals, belts, purses, leashes, etc.

Wheelchairs/Walkers/Strollers
Some clinics and special schools or training centers may have equipment that they may be willing to donate or lend.

Other Equipment

A size 20 child's helmet (try orthopedic supply companies or special schools or clinics)
Feeding aids, adaptive equipment, communication boards or devices
Colostomy bag

Suggested topics and strategies for discussing movement with children

GROUP DISCUSSION:	NOTES TO TEACHER:
One of the wonderful things about our bodies is that they can move. We can move our feet, hands, legs, etc.	*Have children wiggle feet, shake hands, raise and lower arms, lift and lower legs, etc.*
When we are in a hurry, we can move very fast; and when we want to take our time, we can move very slowly.	
Bodies can move in many different ways, such as stretching, walking, crawling, skipping, hopping, jumping, etc.	*Concept can be expanded by discussion and imitating animal movements.*
There are ways in which wheels can help people to move from one place to another, as with rollerskates, skateboards, wheelchairs, etc.	
Some people move differently from others. They have an orthopedic disability. They may have special equipment such as wheelchairs, braces or walkers to help them move. They may learn to use other parts of their bodies in special ways. Even though these people may look different, they still enjoy doing things that others do. They are more like you than different from you.	
What kind of adaptations have you seen in your neighborhood to help people with orthopedic problems?	*Examples of adaptations: beveled sidewalks, handrails, ramp to buildings, larger doors in auditoriums.*

Meeting Manuel

Teacher: I have a new friend for you to meet.
Children, this is Manuel.

Manuel: Hi.

Teacher: Manuel's favorite hobby is kite flying. Why don't you tell the children about your kites?

Manuel: O.K. It all started last summer. We went to the Air and Space Museum in Washington, D.C. where they have a kite shop. My aunt bought me three kites. One was a beautiful butterfly, but it got caught up in a tree. I kept practicing with the other two, and boy — can I get them up high! I guess you could say that I'm an expert kite flyer.

Teacher: That's really interesting! Manuel, tell us more about yourself.

Manuel: Well, you've probably noticed that my hand is different *(shows children hand),* but there's something else special about me *(rolls up pant leg to show prosthesis).* Want to see my prosthesis? Some people call it an "artificial leg."

Teacher: Sometimes when we first see something new, it's a little scary because we don't really understand it. Maybe we need to talk more about Manuel's arm and leg.

Encourage children to ask questions and to touch the prosthesis. If a child-sized artificial leg is available, show the children. If children do not ask questions, modify the dialogue below to include important information. You may want to use another teacher or parent to ask these questions.

Question: What happened to your leg?

Manuel: I was born without one.

Question: Why does your hand look different?

Manuel: Because I only have three fingers and one is larger than usual. I can use my hand to fly kites, brush my teeth, play baseball and all kinds of neat things.

Question: Does it hurt?

Manuel: No.

Question: Can they fix it?

Manuel: No, I was born this way and I'll always be this way, even when I'm grown up.

Question: How do you take a bath? Go swimming?

Manuel: I take my prosthesis off when it might get wet and when I go to bed. *(demonstrate)*

Question: Can you climb the jungle gym?

Manuel: Sure. I can use my artificial leg in many of the same ways you use yours. I can even climb faster than my brother. One time, I rescued my brother's cat from the top of a tree!

Question: When you get bigger, will you need a bigger leg?

Manuel: Yes. I'll need a new one for me as I grow.

Manuel: Sometimes people think that I look funny, but I just don't pay attention to them. My best friends don't even notice anymore. They like me because I'm fun to play with.

Teacher: What are some of your favorite things to do?

Manuel: I like to cook with my Dad. We make really good enchiladas. Our family likes to have picnics and that's where I learned to fly my kite. My favorite T.V. show is the "Bionic Man." Of course, he's really just pretend. NOBODY can do the things that he can do.

Teacher: Manuel, is there anything you'd like to know about our classroom?

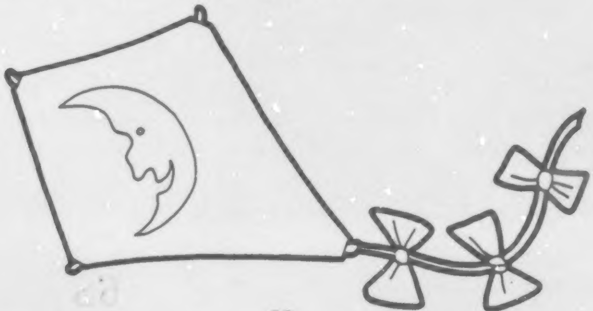
Manuel: Not really, except you can save my snack for me on Friday when I go visit my occupational therapist.

Teacher: Occupational therapist? Tell the children about that.

Manuel: He's a person who helps me learn how to use my artificial leg and to figure out how to do new things. He even showed me a special way to hold a kite in my hand so it won't slip away.

Teacher: I just remembered that we have a new book on kites in the library center; maybe we can all look at it during library time.

Manuel, I'm really glad you are coming to our school this year. Maybe you could teach us all how to fly a kite!



Unit Four

Correlated Activities

Looking at Ourselves in the Mirror
Making Muscles Move
Body Parts
Collage of Things That Help People Move
Skeletons
Making a Mural Without Using Hands
Obstacle Course
Simulation
Hospital Play
Learning About Wheelchairs

Looking at Ourselves in the Mirror

Materials: Unbreakable wall and hand mirrors
Grease pencils
Wet cloth

Procedure:

1. Encourage two or three children to stand in front of mirrors and to discuss their likenesses and differences.
2. Help them to identify body parts and to feel proud of their images.
3. Have a grease pencil available for creating outlines of various body parts on the mirror.
4. Ask children to perform simple movement activities such as clapping, jumping, and squinting eyes in front of mirror.

Making Muscles Move

Materials: None

Procedure:

1. To introduce activity, explain that inside bodies people have muscles to help them move. Children can feel a muscle by placing their hand over their bicep. Demonstrate how to make a muscle contract by making a fist and raising arm up from elbow. Make muscle relax by releasing fist and lowering arm.
2. Explain that everyone has muscles in every part of their body. Each time we move, we use muscles.
3. Practice relaxing and flexing various muscles of the body.

Body Parts

Materials:

Butcher paper
Scissors
Paint, brushes
Fabric scraps
Crayons

Procedure:

1. Trace each child's body onto a large sheet of butcher paper. Provide materials for creating hair, faces, and clothing.
2. Discuss differences and similarities among children.
3. Create a wall display with the children's pictures.

Variations:

1. Make a "screen" by using a large piece of paper attached to a frame or table. Cut a hole in the paper just large enough to reveal a small portion of a child's face. While children's eyes are closed, select one child to stand behind the screen so that only his/her mouth can be seen by the others. Ask children to identify their classmate. Give each child a turn. Repeat with other body parts.
2. Take the following individual photographs of several children:
    - entire child
    - head
    - legs and feet
    - arms and body

    Have children match body part photographs to picture of correct child.
3. Take photographs of children from front, back, and profile. Have children match pictures of the same child.

Skeletons

Materials:

Fish, chicken, and turkey bones
Scissors
Paper
Pencils

Procedure:

1. Create a display in the science center. Match bones to pictures of the animals from which they came.
2. Have children trace outlines of the bones on paper. Cut out shapes. Match cutouts to the original bones.

Variation: If you live near a museum or zoo, check to see whether there are science exhibits on body parts which would be appropriate for young children.

Collage of Things That Help People Move

Materials

Magazines
Catalogues
Promotional materials from special equipment manufacturers
Scissors
Paste
Tagboard

Procedure:

1. Precede activity by discussing various ways that people can move from one place to another — cars, trucks, bicycles, tractors, wheelchairs, skates, sleds, braces, walkers, strollers, etc.
2. Encourage children to cut out pictures of as many different things as they can find. Have them paste pictures on tagboard. Ask children to name each item. Label pictures.

Variations:

1. Take a walk with the children for the purpose of "spotting" things that help people move.
2. Write an experience story based on what they identify. Have children illustrate the story with their own drawings or with pictures cut from magazines.

Making a Mural Without Using Hands

Materials:

Paints and brushes
Wide markers
Large sheet of butcher paper placed on floor which has been covered with newspaper
Aprons to protect clothing
Masking tape

Procedure:

1. Work with 3-4 children at a time.
2. Introduce activity by telling children that they will be painting a special mural — without using their hands!
3. Encourage them to think of all the ways that they can hold a brush or marker by using other body parts, such as mouth, elbows, and feet. If necessary, masking tape can be used to hold the brush or marker in place.

Obstacle Course

Materials:

Barrels
Blocks
Tables

Balancing beams
Ropes
Other sturdy objects which cannot be damaged

Procedure:

1. Set up an obstacle course which requires children to use their bodies in various ways.
2. Encourage children to experiment with different ways to go through the course; for example, over, around, under table; backwards; on hands and knees; with a friend; without using arms; etc.

Simulation

Materials:

- Heavy mittens
- Large gloves
- Cardboard tubes
- Tongue depressors
- Masking tape
- Rubber bands
- Jars with screw-on lids
- Nuts and bolts
- Pegboards
- Crayons and paper
- Busy boxes
- Switches
- Button, zipper, snapboards
- Sorting trays
- Paper punches
- Lacing cards, etc.

Procedures:

1. Set up a learning center where children can explore the manipulation of materials with restricted hand or finger movements. They may enjoy immobilizing their hands by making splints with tongue depressors and masking tape or by loosely wrapping string or yarn around fingers. Gloves and mittens can also be used to create different effects. **Participation should be voluntary. Do not force hesitant children to participate.**

2. Instruct children to experiment with various ways of manipulating objects. Ask questions to encourage a discussion. Why is it difficult to accomplish each task? Does it get easier with practice? What other everyday activities would be more difficult? Eating? Brushing teeth? Dressing?

Hospital Play

Materials:

- Crutches
- Bandages
- Doctor and nurse uniforms
- X-ray pictures
- Surgical hairnets
- Scarves for slings
- Photographs of hospital equipment
- Face mask

Procedure:

1. Encourage children to act out experiences with hospitals and illnesses by providing special props in a dramatic play center.
2. Be aware of any misconceptions or hidden fears which they may express either openly or indirectly. Correct misconceptions by giving children accurate information.

Variations:

1. Invite a health professional to visit class.
2. Select children's books on hospitalization themes for the reading center.
3. Plan a field trip to a clinic or doctor's office.

(For materials and information to create a hospital play corner, a catalogue is available from the Hospital Play Equipment Company, 1122 Judson Avenue, Evanston, IL 60602.)

Learning About Wheelchairs

Materials: Child-sized wheelchair (may be borrowed from a hospital pediatric department or from a local health-aids distributor.)

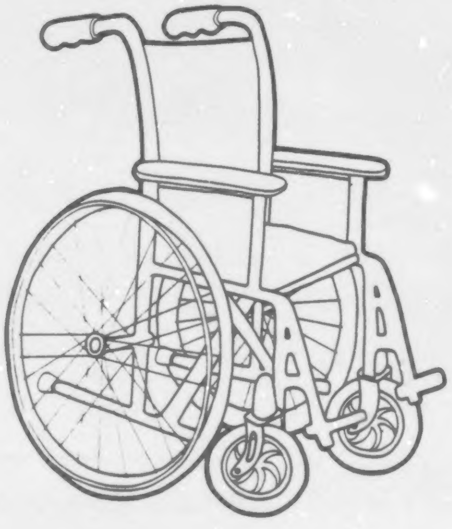
There are many models available, so be sure to become familiar with the correct operating procedure before introducing the wheelchair into the classroom.

Procedure:

1. Describe the various uses and parts of the wheelchair to the children. Demonstrate how to operate the locks (use each time a child gets in or out of the chair). Caution children never to go faster than walking speed.
2. Allow children to take turns using the wheelchair during various indoor and outdoor experiences. Encourage them to adapt games or activities to include the child in the wheelchair.
3. Discuss difficulties which children encounter, including steps, highly textured surfaces, obstacles in pathways, maneuvering in small spaces, etc.

Variations:

1. Encourage children to watch for ways that public buildings and sidewalks have been made accessible for people who use wheelchairs.
2. Invite a person who uses a wheelchair to visit the classroom.
3. Encourage children to watch for wheelchair ramps and beveled curbs in their own neighborhood.



Reference

Mainstreaming Pre-Schoolers: Children with Orthopedic Impairments. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. 017-092-00034-1).

Physically Handicapped Children: A Medical Atlas for Teachers. Blech, Eugene E., M.D. and Nagel, Donald A., M.D. Grune and Stratton, New York, New York.

Audio Visuals and Teaching Aids

Big Box: Supplementary materials for a program relating to body and self-awareness. Contains large body puzzles, multi-ethnic children's puzzles, body concept spirit masters, file box of 180 activity cards. Developmental Learning Materials, DLM-#347.

Doing Things Together, I Can Do It, Why Me?: 16mm films create an awareness of orthopedic conditions. Distributed by Encyclopedia Britannica Corporation, Chicago, Illinois, 1977.

Keep On Walking: National Foundation — March of Dimes, 1275 Mamaroneck Avenue, White Plains, New York 10605. 16mm film about a boy born without arms. All grade levels.

Our Bodies (filmstrips): Getting acquainted with our bodies. "How Bones and Muscles Work," "Why We Breathe," "Keeping Healthy," New Jersey Educational Reading Services.

Resources for Mainstreaming: two sets of photographs providing children with positive role models of people with disabilities.

Set 1: Adults/six 11" x 14" black and white photographs, each showing physically disabled adults.
Set 2: Children/eight 11" x 14" black and white photographs of disabled and nondisabled preschool children in typical classroom activities.
Available from:
Resources on Educational Equity for Disabled —
Project R.E.E.D., Non-Sexist Child Development
Project Women's Alliance, Inc.,
370 Lexington Avenue, New York, New York 10017.

Teaching Guides: For "Do You Know How You Grow Inside?" and "Do You Know How You Grow Outside?" Folkways/Scholastic (Pre-school-1)

The Most Important Person: Body Movement. Distributed by Enclyclopedia Britannica, Chicago, Illinois. See Unit I for a description of materials.

Children's Books:

Brenner, Barbara. *Bodies.* Childcraft Corporation, Order No. 8K 539. The photographs in this book explore the subject of bodies — how they differ, what they are made of, and how they work.

Danny's Song (from the Mr. Roger's *I am, I Will* series). Hubbard Publishing Co., P.O. Box 104, Northbrook, Illinois 60602. Preschool. About an eight-year-old child with an orthopedic disability.

Fanshawe, Elizabeth. *Rachel.* Scarsdale, NY: Bradbury, 1977. Fiction, Grades K-3. Rachel is a small English girl who uses a wheelchair. The full-page, full-color illustrations show her at school integrated into a regular class, at home, and at play.

Fassler, Joan. *Howie Helps Himself.* Chicago: Albert Whitman, 1975. Fiction, Grades K-3. Howie has one special wish: he wants to move his wheelchair without help. After hard work and much practice, he succeeds.

Greenfield, Eloise. *Darlene.* New York: Methen Press, 1980. About a young girl whose physical disability is secondary to the plot.

Henriod, Lorraine. *Grandma's Wheelchair.* Pictures by Christa Chevalier. Chicago, Illinois: Albert Whitman & Co., 1982. A young child's experiences while staying with his grandmother.

Lasker, Joe. *Nick Joins In.* Chicago: Albert Whitman & Company, 1980. About a boy in a wheelchair mainstreamed into a public school classroom.

Stein, Sara Bonnett. *About Handicaps: An Open Family Book for Parents and Children Together.* New York: Walker and Company, 1974. Combines simple text about handicaps for children with a text for parents. Deals with a nondisabled child's fears as he encounters a child who has cerebral palsy.

White, P. *Janet at School.* New York: Thomas Y. Crowell, 1978. Ages 3-10. Excellent photographs. A young child with spina bifidia goes to school.

List of Aids and Appliances:

Eating utensils, writing aids, clothing aids, etc.

Check your local supply and rental stores for appliances to rent or purchase.

Catalog

Fred Sammons, Inc.
BEOK Book
Box 32
Brookfield, IL 60573

Medical Equipment Distributors, Inc.
Equipment for Children Catalog
2190 Marshall Avenue
St. PaUL, Minnesota 55104
(612) 646-1371

Redi-care Medical Equipment Co.
3041 Hennepin Avenue
Minneapolis, Minnesota 55408
(612) 827-2558

New Friends

Unit Five

How We Communicate: Meeting Camilla

Unit Five

How We Communicate: Meeting Camilla

To the teacher:

In this unit, the children in your classroom will meet Camilla. Camilla is a talkative, outgoing, friendly four-year-old girl. The children will enjoy hearing about Camilla's dance class. Camilla tells the children how she works hard learning new positions and new ballet steps. She also tells the children about her other special class—speech therapy—where she works hard to learn how to pronounce words better. She's quick to inform the children that it's fun to go and there are no shots!

Camilla's script was created to help alleviate anxiety and answer questions about speech therapy. A large number of Head Start and day-care children go to, or see other children go to, speech therapy. You will want to adapt the script to give the children in your classroom information about the speech therapy in your program. Although it is not necessary, you may wish to simulate Camilla's articulation. After the children have met Camilla, they should feel more comfortable about speech therapy and remember her as a friendly four-year-old who likes to dance.

The activities in this unit allow children to learn about the many ways we communicate. Below are some key concepts you may find useful in teaching young children about communication and communication difficulties.

- Definition of communication
- Ways people can communicate: talking, sign language, communication boards, body language, clothing
- What is speech therapy?
- Parts of the body used in communication: mouth, tongue, teeth, lips, eyes, breath, voice box, hands, entire body
- Communicating in other cultures, languages
- Communicating without talking
- How can we be considerate of an individual with a communication problem?

Frequently asked questions :

QUESTION: *Why would a young child with communication difficulties have a difficult time being accepted by his/her peers?*

ANSWER: As with the child with a hearing impairment, a child with a severe speech impairment may have a difficult time establishing social relationships. The child who is constantly misunderstood can become very frustrated; temper tantrums may result. For example, sometimes it's easier to just grab a toy than to continue not to be understood. Adults and children who come in contact with a child who is difficult to understand can be frustrated also.

QUESTION: *What are some common speech impairments in preschool age children?*

ANSWER: Articulation problems in which sounds may be omitted, distorted, added, or substituted are common speech disorders within this age group. Other impairments include stuttering and chronic voice disorders where the child's voice sounds unusual most of the time.

QUESTION: *Do children with other disabilities have speech disorders as well?*

ANSWER: Speech or language impairments sometimes result from, or are associated with, other disabilities, including hearing loss, cleft palate, cerebral palsy, and mental retardation.

Suggested topics and strategies for discussing communication with children

GROUP DISCUSSION:	**NOTES TO TEACHER:**
Today we are going to learn a new word and its meaning. We are going to talk about *communication.*	
Communication is the passing of information from one person to another. Communication means sending and receiving messages. I am communicating with you right now.	
When we communicate, we tell others about ourselves. We tell about things we see and hear, how we feel and what we think.	*For younger children, you may want to stop at this point and do the activity entitled "Sending and Receiving Messages."*
Most people communicate by talking. But there are also other ways that people can communicate.	*Suggest other ways people communicate, such as facial expressions, body language, or tone of voice.*
Many people who cannot hear use sign language. They "talk" by using their hands to tell about what they see and think and feel. Others who may have trouble controlling their muscles use a *communication board.*	
People sound different when talking.	*Experiment with these concepts.*
Voices are different. Some are very high. while others are low; some are loud, others are soft. Some people have trouble saying sounds and words, and others may take a long time to get their words out. It hurts people who have trouble talking when others make fun of them.	*See Activities*
Although people may be different in the way they look or sound when they communicate, they want to be understood just as much as you do.	
How can we be considerate of a person with communication difficulties?	*Brainstorm with children: i.e. listening carefully, etc.*

Meeting Camilla

Teacher: Children, I have a new friend I want you to meet. Her name is Camilla. Camilla, will you say hello to the class?

Camilla: Hi.

Teacher: Camilla and her family just moved to our city and she will be joining our class. Camilla would like to be a dancer when she grows up. Camilla can you tell us about your dance class?

Camilla: Yes, I like to dance. My momma takes me to dance school on Monday. We have lots of fun. My teacher plays music and she teaches us new steps. We kick our legs and sometimes we stand on our toes. One day we danced for all the teachers and mommies and daddies. My teacher said I was very good.

Teacher: That sounds like fun, Camilla. Maybe one day you can teach us some of the dances you learn in dance class. Can you tell us about the other class you go to?

Camilla: Okay. I go to a speech therapy class. I have trouble saying some words the right way and people don't understand me. But I go to speech class to work on my sounds.

> *Encourage the children to ask questions. Often children are reluctant to ask questions, so you may want to use another teacher or parent to ask the questions.*

Question: Why do you talk funny?

Camilla: Sometimes my words get all mixed up and come out sounding funny. My teacher says I leave off parts of my words — she says I swallow them. *(Camilla giggles.)*

Question: What do you do in speech class?

Camilla: We practice making the sounds. My teacher says the sound and I make it after her. We find pictures of things that begin with my sound. We tell stories and sometimes we make up funny words! I made a speech book and I take it home and my mommy and daddy help me with my sounds.

Question: Do you get medicine or have to take shots?

Camilla: Oh, no! My teacher lets me pick things from her big bag of stuff. She's got all kinds of fun stuff in there: crayons and books and puzzles. No needles, yuk!!!

Question: Will you always have to go to speech class?

Camilla: No. Only until I can learn to say my sounds and words correctly.

Question: Do your mommy and daddy talk funny too?

Camilla: No.

Question: Do you like to go to speech class?

Camilla: Yes. We work very hard but we have fun, too. Sometimes I have class with other children. We learn our sounds and words together.

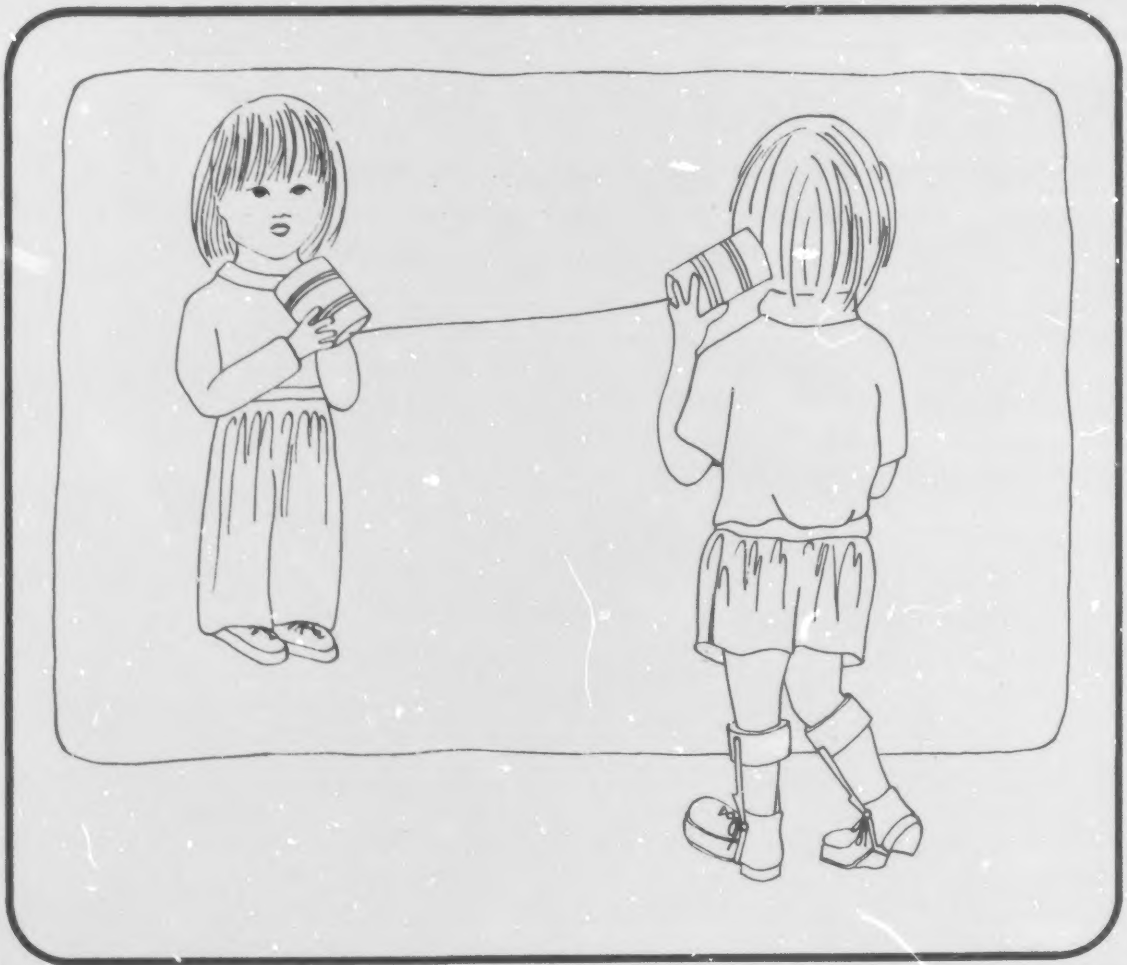
Question: Can we help you feel more at home in our class, Camilla?

Camilla: Please don't make fun of the way that I talk. Listen to me, even if it may take me a little while to say some words. Don't laugh at me if my words sound funny sometimes. Play with me and be my friend. I would like to be your friend.

Unit Five

Correlated Activities

Sending and Receiving Messages
Listening to Sounds
How We Talk
Communicating in Other Countries
Communicating Without Speech
Simulation Activity



Sending and Receiving Messages

Materials:
Tin cans
Rope
Walkie-talkie

Procedure:

1. Attach the rope to the ends of the tin cans, have children experiment with sending and receiving messages.
2. Have one group of children inside the classroom send a message to another that is out on the playground using walkie-talkies.

Variations:

1. Stand in line and tell them that they are building a *message train.* Have simple familiar pictures (cars, balls, toys, etc.) available. Whisper the name of a picture to the first child in the train. Each child then repeats the message along the train to the end. The last child finds a picture of the "message" and shows it to the class.
2. Take a field trip to a telephone office.
3. Have children send a telegram.

Listening to Sounds

Materials:
Tape recorder
Cassette recordings of familiar sounds (animals, telephone ringing, baby crying, sirens, horns, etc.)

Procedure:

1. Have children identify familiar sounds on tape recorder.
2. Allow children to make sounds on tape and listen to themselves.

Variations:

1. Beat drum and walk in time to rhythm with children. Alternate rate of rhythms, such as classical, rock, jazz, pop, etc.
2. Let children listen to music and move to the music. Play a range of rhythms, such as classical, rock, jazz, pop, etc.
3. Locate a stethoscope and let children listen to heartbeats.

How We Talk

Materials: Mirror(s)
Pictures: tongue, teeth, lips

Procedure:

1. Discuss with children body parts used in speech. Show pictures and have children identify the parts, as discussed (tongue, teeth, lips, breath, throat, voice box).

2. Demonstrate sounds made with different articulators.

   tongue (t, d, l)
   lips (p, b, m)
   teeth (v, th, f)
   voice box (k, g)
   breath (h)

3. Make a game (do not drill) of having children repeat nonsense words after you. Let them use the mirror as they make the sounds.

   examples: pu, tu, hu
   la, le, li
   gam, go, key, etc.

Communicating in Other Countries

Materials: Pictures of people from other countries (France, Africa, Spain, Israel, etc.)

Procedure:

1. Ask, "How do people in other places communicate? Do they sound like you and me? Do you think they sound and communicate as we do?"

2. Take children on a fantasy trip to other countries by playing foreign language recordings.

3. Teach children to say hello in other languages:

French: Bon jour	(Bone jure)
German: Guten tag	(Goo-ten tak)
Italian: Buon giorno	(Bwon jore-no)
Hawaiian: Aloha	(Ah-low-ha)
Spanish: Buenos dias	(Bwat-nos dee-ahs)

Use other examples, as appropriate.

Simulation Activity

Materials: Marshmallows or sugar-free bubble gum.

Procedure:

1. Tell children that they are going to do an experiment.
2. Ask for a volunteer.
3. Give child a large marshmallow to place in his/her mouth (check for diet restriction!).
4. Ask child to tell class his/her name, address, etc.
5. Ask other children to tell what was said (let several children try).
6. Lead the following discussion: "Sometimes people have difficulty saying words. It is hard for them to make certain sounds. Everyone has words they may need help to say."
7. Ask children how they might help someone who has trouble saying their words (listen carefully, don't embarrass the person by laughing, etc.)

Variations:

1. Use metronome set on slow speed (obtain from music store).
2. Let child talk to rhythm of metronome.
3. Gradually increase speed.
4. Discuss difficulty in understanding speech and making sounds.

Communicating Without Speech

Materials: None

Procedure:

1. Tell the children: *We are going to play a guessing game. I am going to communicate some things to you, but I will not use my mouth to talk. I want you to tell me what I am saying. Look closely!*
2. Pantomime the following to the class: wave *(good-bye)*, motion *(come here)*, put fingers on lips *(quiet)*, shake head *(yes and no)*. Pantomime pouring into a glass, drinking, sleeping, yawning, etc.
3. Allow children to pantomime several actions and have others guess what they are doing. For example, talking on phone, putting on glasses, making a peanut butter sandwich, etc.

Variations:

1. Teach children simple signs for words (hello, ball, baby, boy, comb, etc.)
2. Discuss computers and communication boards. Make simple picture cards and allow children to respond to requests or questions by pointing to the appropriate picture.
3. Discuss ways people of various cultures communicate with each other without speech (drums, smoke signals, drawings, symbolic codes, etc.)

Additional activities are included in the Unit on Hearing.

Reference

Mainstreaming Preschoolers: Children with Speech and Language Impairments. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. 017-092-00033-2).

Audio Visuals and Teaching Aids

About Myself: Part III/Communicating with Others. Bowman Press, 662 Rodier Drive, Glendale, California 91201. Filmstrip with tape; includes teacher's manual.

The Most Important Person: Creative Expression. Distributed by Encyclopedia Britannica, Chicago, Illinois 60611 (refer to Unit I for a description of materials).

Children's Books

Bourke, Linda. *Signs of a Friend.* Addison-Wesley, 1982. A "flip book" that brings sign language to life.

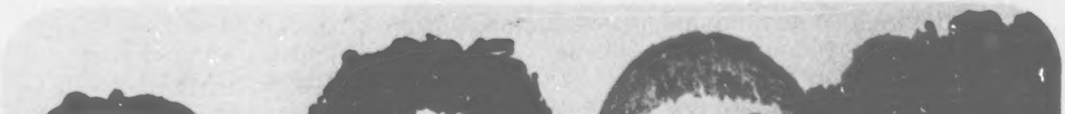
Charlip, Remy and Mary Beth. *Handtalk: An ABC of Finger Spelling and Sign Language.* Illustrated with photographs by George Ancona. Four Winds, 1980, 48 pages. All ages will enjoy learning about the ways people can talk without using their voices: finger spelling (making words letter-by-letter with the fingers) and signing (using the hands to convey a picture for a word or idea). Full-color pictures show children how it's done.

Showers, Paul. *How You Talk.* Thomas Y. Crowell Company, 1966. This book tells how we use different parts of our mouth to talk. It explains the speech process and discusses the fact that some children speak incorrectly but should not be laughed at. Ages 5-9.

New Friends

Unit Six

How We Learn: Meeting Larry



Unit Six

How We Learn: Meeting Larry

To the teacher:

In this unit, the children will be introduced to Larry. Larry has just planned his own birthday party. His planning has been very successful because Larry allowed each of his friends to choose how they would help by contributing what he/she did best. The emphasis here is that everyone has things that they can do well and things that are more difficult for them to do. Larry goes on to tell that it is difficult for him to play baseball because he is clumsy. He finds this very frustrating and does not like to be called names by the children in his new neighborhood. Larry may be clumsy, but he is a whiz at math. He is happy to report that the other children are beginning to get to know him better and are becoming friends. Larry reminds us how important it is for young children to feel accepted and good about themselves, regardless of their style or rate of learning, and regardless of certain things they can't do well. He reminds us that everyone does some things better than others.

Some people with mental retardation have said that their biggest "handicaps are the attitudes of others toward mental retardation." Terms like "retard," "dummy," "Mongoloid," and "vegetable" are unfortunate but common labels that have created an attitudinal barrier to the acceptance of people with mental retardation. The negative stereotype of the mentally retarded person as a perpetual child with no feelings, opinions, or interests of his/her own, and who is totally dependent on others for meeting his/her needs, is very inaccurate and damaging. Dispelling these myths is an excellent objective for presenting a doll with mental retardation.

There are only a few activities in this unit, and even these are only appropriate for kindergarten age and above. Activities that would cause a preschooler to become frustrated by simulating cognitive limitations are not appropriate for young children. An excellent way to talk about differences in rates of learning is by showing children role models of mentally retarded children or adults leading satisfactory, productive lives, doing the same things as other people.

Listed below are concepts that you may find useful in teaching about learning and learning styles:

- The function of the brain
- Acceptance of different learning styles
- Learning through all senses
- Everyone has difficulty doing some things but everyone has some things he/she can do well.

Frequently asked questions:

QUESTION: *What are disabilities that affect learning?*

ANSWER: Handicaps that affect one's ability to learn include mental retardation, learning disabilities, and certain forms of brain damage.

QUESTION: *What information about differences in learning abilities and styles is relevant for young children?*

ANSWER: The terms "mental retardation" and "learning disabilities" are useful for professionals in making a diagnosis; however, these abstract terms have little meaning or relevance to a preschool child. It is important for them to understand that some people have difficulty learning some things and that everyone has something that he/she is good at doing.

Suggested topics and strategies for discussing learning with children

GROUP DISCUSSION:	NOTES TO TEACHER:
Let's talk about the brain. It is a part of the body that is inside the head. The brain is connected to almost every other part of the body by nerves.	*Demonstrate with activity entitled "How the Brain works."*
The brain can do many interesting and wonderful things. When you run and play ball, it is your brain that controls the movement of your arms and legs.	
In the same way, when you laugh or cry, eat or sleep, the brain controls what you do and how you feel.	
When you look at books, it is your brain that helps you understand what the pictures mean. It also helps you learn to do puzzles and ride a bike and talk.	
Some people have a difficult time learning. They may learn more slowly or with more difficulty. It may take them longer to do an activity that is easy for you.	
Everybody has difficulty doing some things, but everybody has something that they can do well.	*Refer to "I Can Do It" in Unit One in which each child discovers what he/she can do well.*

Meeting Larry

Teacher: We have a new friend in our class for you to meet. His name is Larry.

Larry: Hi!

Teacher: Larry, did you just have a birthday last week?

Larry: I sure did! I wanted to have a really special birthday party so I asked my friends to help.

Teacher: That must have been a big job!

Larry: It was! First I made a list of what I needed for a birthday party. Let me show you.

Have Larry show children simple pictures of a balloon, cupcake, record, ball, and a party invitation.

Instead of trying to get all these myself, I decided to ask my friends to help.

First I asked Sue to sing at my party but she said, "I don't sing well but I can blow up the balloons!"

Then I asked Yolanda to help me make invitations but she said, "I don't know how to write but I'm really good at games. I'll bring my ball and teach everyone a new game!"

Larry: Then I asked Marco what he could do best. He said, "I'm really a good cook. I'll make cupcakes for everybody!"

Then I told T.J. that we still needed to make invitations. T.J. said, "I can't write yet but Terry can. Why don't you ask him? I know how to sing well so I'll do that!"

. . . and that's how my friends and I planned my party. It was lots of fun for everyone!

Teacher: Your party sounds like it was *super!* All your friends helped. You know, *everyone* has something that they can do well and some things that are hard for them to do.

Teacher: Tell us more about yourself, Larry.

Larry: My favorite thing to do is to work on our farm. I got my first prize at the state fair last year for growing the biggest pumpkin.

Teacher: Congratulations! That's great. That must have been a lot of work. What else do you do on your farm?

Larry: I like to feed the chickens and look for their eggs, but I have to be very careful when I carry the eggs because I trip and fall down a lot, especially on stairs.

Teacher: So *that's* how you got the bandages on your knees and elbows.

Larry: Just this one (points to his right knee). I got the other playing baseball, or maybe I should say, *trying* to play baseball. Some things that are easy for other children to do are really hard for me. It takes me much longer and much more practice before I learn to do new things.

Teacher: That must be hard for you.

Larry: Especially hard when my brother yells at me and kids call me names.

Teacher: I bet that doesn't make you feel good.

Larry: You're right! But you know, I saw some of the same kids at the fair. We are getting to be friends and they don't call me names anymore!

Teacher: Maybe it's important for us all to remember that everyone has something that is hard for them to do. Like me. I can't sew clothes as well as other people; and I know someone else who can sew well but can't sing well. *(Share other examples.)*

Questions That Children Might Ask Larry

Question: Why are you clumsy? Why is it difficult for you to hit a baseball?

Larry: I'm not sure that I understand exactly why I am this way.

Question: Are you a dummy?

Larry: No. I'm real smart in lots of things, like growing vegetables and doing chores around the farm, and in math. I take math with first graders!

Question: Boy, it must make you mad to be called dummy.

Larry: Yes. I hate to be called names. I'm *Larry* and I like it when people call me Larry.

Question: Can you ride a bicycle?

Larry: No. I'm still learning. Dad says that it won't be long.

Unit Six

Correlated Activities

How The Brain Works
Writing and Cutting With Heavy Gloves
Mirror Images

How the Brain Works

Materials:
Doll
String

Procedure:
1. Attach string to arms and legs of doll. (similar to marionette)
2. Discuss with children the way the brain sends signals to the different parts of the body.
3. Demonstrate sending signals to arms, legs, etc.

Writing and Cutting With Heavy Gloves

(for older children)

Materials:
Paper
Pencil
Scissors
Gloves

Procedure:
1. Have children draw a simple shape with a glove on and try to cut it out.
2. Discuss how it feels to try this difficult task. Introduce the word "frustration" to the children. Explain that frustration is a feeling that happens when we can't do something that we want to do.

Mirror Images

(for older children)

Materials:

Paper with dot-to-dot connecting puzzle
Puzzles
Crayons
Large wall mirror
Large paper (to cover puzzle)

Procedure

1. Place puzzles or dot activity on table in front of mirror.
2. Ask children to do activity while looking only in the mirror (use paper to cover puzzle from the child's view).
3. Discuss how frustrating it was to do this activity.

References

Gardner, Richard, A.M.D. *The Family Book about Minimal Brain Dysfunction*. New York: Jason Aronson, Inc., 1973.

Grallman, Sharon Hyer. *More Time to Grow: Explaining Mental Retardation to Children: A Story*. Boston: Beacon Press, 1977. Illustrated story with questions and activities.

Mainstreaming Preschoolers: Children with Mental Retardation. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (GPO Stock No. 017-092-00035-9).

Mainstreaming Preschoolers: Children with Mental Retardation. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. 017-092-0029-4).

Audio Visuals and Teaching Aids

About Myself: Part III/Learning in Many Ways. Bowman Press, 662 Rodier Drive. Glendale, California 19201. Filmstrips with tapes and teacher's manual.

Let Me Try. Filmstrip with cassette or 16 mm, 6-minute film about children and mental retardation, distributed by Encyclopedia Britannica Corporation, 1977.

Trying Again. Audio cassette from Mr Roger's *I am, I Can, I Will* series. Hubbard Publishing, P.O. Box 104, Northbrook, Illinois 60062. Helps children realize that many simple tasks require hard work and encourages them to do as much as they can by themselves.

Children's Books

Brightman, Alan. *Like Me*. Boston: Little, Brown, 1976. Nonfiction. Grades K-3. Uses rhyming and pictures to explain the concept of retardation.

Conford, Ellen. *Impossible, Possum*. Illustrated by Rosemary Wells. Boston: Little, Brown and Co. 1971. Randolph solves his own dilemma and teaches children that it's difficult to learn to do some things.

Grallman, Sharon Hyer. *More Time to Grow: Explaining Mental Retardation to Children: A Story*. Boston: Beacon Press, 1977.

Green, Mary McBurney. *Is It Hard? Is It Easy?* Illustrated by Len Gittleman. Reading, Massachusetts: Addison-Wesley, 1976. What is easy for one is hard for another is the theme of this book.

Kraus, Robert. *Leo the Late Bloomer.* New York: Windmill, 1971. Fiction, Grades K-3. This simple story has been used with very young children to express the idea that different children develop at different speeds and that some children need more time and understanding.

Lasker, Joe. *He's My Brother.* Chicago: Albert Whitman, 1974. Fiction. Grades K-3. A young boy describes his brother, Jamie, who is slow to learn.

Stanek, Muriel. *Left, Right, Left, Right.* Chicago: Albert Whitman and Co., 1976. A girl uses a memory cue to finally learn to distinguish left and right.

Resources

Special Olympics, Inc., 1701 K Street, N.W., Suite 203,
Washington, D.C. 20006, (202) 331-1346.

Association For Retarded Citizens (ARC)
P.O. Box 6109, Arlington, Texas 76011.

Notes

New Friends

Unit Seven

Emotions and How We Feel: Meeting Freddie

Unit Seven

Emotions and How We Feel: Meeting Freddie

To the teacher:

In this unit, the children in your classroom will meet Freddie. Freddie is a preschool child who is upset because of an incident on the school bus that morning. Freddie has a difficult time controlling his anger and punched a child who was sitting in Freddie's favorite seat. Freddie was then made to sit next to the bus driver.

Freddie goes to a special school in the morning and is beginning to learn some "rules" about what to do when he feels angry. In the script, he tells the children that, "It's okay to get angry sometimes, but it's not okay to hurt other children." He goes on to tell the children that it's important to talk about feelings.

While all children occasionally act in ways that are unacceptable or inappropriate, a child with emotional problems may behave in these ways more often or with more intensity. This can be very frightening to other children in the classroom. This can become a problem when the child's behavior makes it impossible for him/her or other classmates to profit from the learning environment. It is important for preschool children to understand that, while it's more difficult for some children to control their anger, everyone wants to be accepted by classmates.

Suggestions on how to help children recognize and deal appropriately with feelings are included in the activities section of this unit.

Listed below are concepts that you may find useful while teaching about emotions and feelings:

- Recognizing and naming feelings
- Recognizing preceding events or causes of feelings
- Verbalizing feelings
- Expressing emotions appropriately
- Solving problems

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Suggested topics and strategies for discussing feelings with children

GROUP DISCUSSION:	NOTES TO TEACHER:
Happy, sad, angry, scared, and excited are all feelings. Everyone experiences these feelings.	
Sometimes you can tell how a person is feeling just by looking at his face.	*Have the children discuss feelings by showing pictures of faces which portray a variety of emotions.*
What kinds of things make you feel happy?	*When someone treats you nicely; when you're playing with a good friend; when you look at your favorite book; etc.*
What kinds of things make you feel sad?	*When you lose something; when you break a favorite toy; when someone says something unkind; etc.*
What makes you feel angry?	*When you don't get your way; when someone grabs a favorite toy; etc.*
What makes you feel afraid?	*Trying something hard for the first time; getting lost; etc.*
What makes you feel excited?	*Going to a party; your birthday; etc.*
It's important to talk about your feelings; to let other people know how you feel.	
Some people have difficulty controlling their feelings. When they get angry, they may want to hit or kick or throw things. It's okay to be angry, but it's not okay to hurt other people or things. There are other ways to show anger, such as using words, or stamping feet, or running very fast.	
It's nice to share our feelings with others. It's an important way for us to get to know each other.	

Meeting Freddie

Teacher: Today, we have a new friend in our class for you to meet. His name is Freddie. He can ride a two-wheel bike and has a new kitten. Would you like to tell us more about yourself?

(silence — allow a suitable pause)

Teacher: Freddie, you seem upset. Did something happen on the way to school today?

Freddie: *(With disgust)* Yeah. On the school bus this morning, someone took my favorite seat.

Teacher: Freddie, I'm sorry that happened. How did it make you feel when you saw that your favorite seat was taken?

Freddie: Mad. He took my seat so I punched his nose and made it bleed. Then I had to sit by the bus driver.

Teacher: What a terrible way to start the day.

Freddie: Yeah.

Teacher: Freddie, we've been talking in our class about how it feels to be angry. Maybe we can help you figure out what to do when you're upset.

Freddie: Well, I already know some rules from my other school. But sometimes it's hard to follow the rules.

Teacher: Tell us what you learned in your other school.

Freddie: Well, everybody gets angry sometimes and it's OK to be angry, but it's not OK to hurt other children.

Teacher: What should you do, then?

Freddie: My other teacher is helping me to use words when I'm angry. She says that I get angry when I want something that I can't have. I need to learn to use words to get what I want, instead of hitting.

Teacher: What words could you have said to the boy on the school bus, instead of hitting?

Freddie: Well, let me see. I guess I could have said, "That's my favorite seat. Will you trade places?"

Teacher: That sounds good. I guess that you would have a better chance to get the seat by asking, instead of hitting.

Freddie: I guess so.

Teacher: Now, would you like to tell us more about yourself?

At this point, develop Freddie's personality. Emphasize his strengths by having him talk about his interests and things that he does well.

Teacher: Is there anything that we can do to help you in our classroom, Freddie?

Freddie: Do you have a special place where I can go if I get mad? I have a rug in my other school and sometimes I like to go there to get away and cool down.

Teacher: Everybody needs a place to be alone once in a while. *(Tell Freddie about a special place in the classroom where he can go to be alone. This might be a chair behind a bookshelf or a small rug in a quiet corner of the room. The children may also wish to use this place when they feel the need to have a few moments of private time.)*

Questions That Children Might Ask Freddie

Question: Are you mad all the time?

Freddie: No, just sometimes.

Question: Do other children go to your school?

Freddie: Sammy, Yolanda, and Michael are in my class. Sammy's my best friend. He builds the neatest racetracks in the block center.

Question: What do you do in your other school?

Freddie: We do the same things that you do here. But everybody in my school has a special goal that they're working on. Sammy's goal is to finish his work on time.

Question: Have you ever been angry before?

Freddie: Lots of times. That's why I go to the special school.

Question: Will you get angry at us?

Freddie: I hope I won't; I'd like to have some friends. Let's find something to do together.

Unit Seven

Correlated Activities

Photographs
A Story About Us
What Happened?
Acting Out Familiar Stories
Popsicle Faces
Problem Solving

Photographs

Materials: Instant camera

Procedure:

1. Make close-up photographs of children's faces. Try to capture a variety of emotions.
2. Post the pictures on a bulletin board. Discuss what each child was doing and how he/she was feeling at the time the picture was taken.

Variation:

1. Have children "pose" for the photographs by making happy, angry and sad faces. Ask the children to sort the pictures by emotions to create a wall display.
2. Have child include these pictures in his/her *New Friends* Family Album.

A Story About Us

Materials: None

Procedure: Carefully observe the children's interactions during free play or center time. Make notes of what you see, paying special attention to how the children respond to each other. Develop a simple story to read to the children during group time.

For example: "It was Monday morning at the Cedar Grove Head Start Program. All of the children were busy in learning centers. Sally was painting a picture at the easel when George came over to join her. George smiled and said, 'That's pretty!' Sally smiled, too. She seemed very happy . . . . Marco had just started reading a book when it was time to clean up. He seemed *disappointed* that he didn't have time to finish . . . . Sherry, Janine, and Andy built a huge skyscraper. They worked very hard to find just the right blocks. They did a fantastic job of *sharing* and *cooperating* as they worked . . . . .

What Happened?

Materials: A collection of pictures from magazines which will elicit responses from children (a child gazing out a window on a rainy day, a broken toy, a clown, etc.).

Procedures:

1. Discuss each picture with the children. Ask open-ended questions such as "What do you think happened?" or "What would you do?"
2. Encourage the children to think of several responses. Ask them to imagine how the people in the pictures might feel.

Variation: Post pictures on a wall where they can be seen easily by children. When you notice a child or group of children showing an interest in the pictures, join them for an informal conversation.

Acting Out Familiar Stories

Materials: Simple props
A familiar storybook, such as *Billy Goat's Gruff* or *Three Little Bears*

Procedure: After children have become familiar with the story, select a few children to act out the roles. You may wish to begin by reading the story while the children pantomime the actions. Later, the children may want to take a more active speaking part.

Variation: Provide felt board characters for the children to act out familiar stories.

Problem Solving

Materials: Stick or hand puppets

Procedure:

1. Begin a puppet play about two characters who encounter a problem.
2. Stop the play and ask the children for their ideas on how to help the characters solve their problem. Finish the play with a successful resolution for problems. (Some suggestions are provided below.)

Situation I	*Puppet A:*	Boo, hoo . . . boo, hoo.
	Puppet B:	You look sad. What's the matter?
	Puppet A:	Nobody will play with me. I just moved here and I don't know anybody.
Solution	*Puppet B:*	I know lots of kids around here. Why don't you come play with me and I'll help you meet my friends.
	Puppet A:	Gee, would you really? If I knew some other children, then maybe I wouldn't be so lonely.
Situation II	*Puppet A:*	Oh dear. I'm so scared. That sliding board is so high. What if I climb to the top of the ladder and I get so scared that I can't move? What if I fall down? What if I slide so fast that I keep going right off the end and get hurt?
	Puppet B:	Oh, there's nothing to it. It's simple.
	Puppet A:	That's easy for you to say. You've done it millions of times. I've never used a sliding board before.
Solution	*Puppet B:*	I'll stand at the bottom of the slide and watch you. Maybe it would be easier if there was somebody close by to help.
	Puppet A:	Well, I'll give it a try.
	Puppet B:	I was scared the first time I tried too. But it sure feels good to learn something new.
	Puppet A:	Promise that you won't go away.
	Puppet B:	OK, I promise.
	Puppet A:	Here goes! Whee!
Situation III	*Puppet A:*	I want the ball! It's mine!
	Puppet B:	No, I have it, it's mine!
	Puppet A:	Stop! You took my ball! It's mine!
Solution	*Puppet A:*	You play with the ball for five minutes and then it's my turn.
	Puppet B:	OK. That's fair.

Popsicle Faces

Materials:

Popsicle sticks
Paste
Two three-inch paper circles for each child
Crayons or markers
Magazine pictures selected to elicit various feelings (spinach, ice cream cones, a broken toy, etc.)

Procedure:

1. Have children make a happy face on one circle and a sad face on the other circle.
2. Paste the faces to the popsicle sticks.
3. Show pictures to the children and ask them to tell how they feel about each picture by holding up the appropriate face.
4. Ask the children to tell why they felt a particular way about a specific picture.

References

Jensen, Larry C., and Well, McGawain. *Feelings: Helping Children Understand Emotions. Brigham Young University Press, 1979.*

Segal, Marilyn, Ph.D., and Adcock, Ph.D. Feelings. Rolling Hills, California: B.L. Winch and Associates.

Mainstreaming Preschoolers: Children with Emotional Disturbance. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. 017-092-00036-7).

Audio Visuals and Teaching Aids

Let's Be Friends. A six-minute 16mm film or filmstrip with cassette, animated, portrays a young child with emotional disturbance. Distributed by Encyclopedia Britannica Educational Corporation, Chicago, Illinois.

Moods and Emotions. Prints distributed by Learning Arts, Wichita, Kansas and Bowman Press, Glendale, California. Eight 13" X 18" pictures printed on sturdy cardboard with a teacher's manual. Help in self-understanding will help the child's understanding and appreciation of others.

The Most Important Person: Feelings. Distributed by Encyclopedia Britannica Educational Corporation, Chicago, Illinois. A multimedia program (see Unit I for a more complete description).

Sometimes I Feel. Cassette, filmstrips distributed by Stone's Southern School Supply, Raleigh, North Carolina. Helps children recognize and accept feelings of fear, anger, loneliness, and the need for friendship. Grades K-3.

Children's Books

Ancona, George. *I Feel.* New York: E.P. Dutton, 1977. A picture book of emotions.

Barkin, Carol, and James, Elizabeth. *Are We Still Best Friends?* Milwaukee: Raintree Editions, 1975. Two kindergarten girls show the conflicting emotions involved in friendship.

Lexau, Joan M. *Benjie.* Illustrations by Don Bolognese. New York: Dial Press, 1964. Benjie, a boy who is shy, helps his grandmother find an earring. The story will increase awareness of feelings.

Simon, Norma. *How Do I Feel?* Chicago: Albert Whitman Co., 1976. Explores negative and positive feelings.

Simon, Norma. *I Was So Mad.* Chicago: Albert Whitman Co., 1974. Examines anger, frustration, anxiety, humiliation for young children.

Viorst, Judith. *Alexander and the Terrible, Horrible, NO GOOD, Very Bad Boy.* Illustrations by Ray Cruz. New York: Atheneum, 1978. Alexander tells about his feelings of being an underdog.

Appendices

APPENDIX A: **Parents and *New Friends***

- Parents and Mainstreaming
- Some Concerns of Parents of Handicapped Children
- Parents and *New Friends*
- Bibliography: Mainstreaming and Parents

APPENDIX B: **Young Children and Disabilities**

- Children's Perceptions of Disabilities
- Social Integration of Handicapped Children
- Some Concerns of Siblings of Handicapped Children
- Guidelines for Answering Children's Questions

APPENDIX C: **Selected Readings**

- How Young Children Respond to Differences and What This Might Mean for Mainstreaming
- How Young Children View Physical Disabilities
- Integrating Students With Handicaps Into the Mainstream
- Additional Reading to Assist with Mainstreaming

APPENDIX D: **Checklist for Evaluating Children's Literature About Disabilities**

APPENDIX E: **The *New Friends* Dolls**

- Making the *New Friends* Dolls
- Frequently Asked Questions
- Plans for Doll Wheelchair

New Friends

Appendix A

Parents and New Friends

Parents and Mainstreaming

The inclusion of children with varying degrees and types of disabilities into regular classes has been studied and evaluated in terms of its impact on teachers, peers, and the disabled children themselves. The research done on the impact of the mainstreaming effort on the parents, as well as the parents' impact on the mainstreaming, has had considerably less attention. Several observations have emerged, however, which can be helpful to staff to consider before they begin to seek participation of parents in the *New Friends* project.

Parents of Children with Disabilities may have concerns about their child. They may also have the following concerns or experiences in regard to mainstreaming:

1. Parents may want their disabled child to have the socialization experience and the educational advantage of the mainstreamed, yet **fear to risk the rejection of peers and/or damage to the child's self-image** if he/she can't perform well enough to keep up with peers. Some parents realize that the child will have to go through an adjustment period and feel it is better to come early in the educational mainstream experience, rather than later in the child's life.
2. Parents have found that **viewing their child in a mainstreaming setting has altered their perception of their child.** For some parents it has been painful to observe their disabled child in juxtaposition with ablebodied peers. Others have felt that observing their child in such a setting gave them a more realistic perception of their child's abilities. A mainstreamed setting allows parents to focus more on the "whole" child and his/her common human needs, rather than the specific disability.
3. Parents of disabled children in a mainstream setting may be concerned about the **availability of special services and the attitude and qualifications of the regular staff** for working with their child. Often parents are asked to instruct regular staff on the unique needs of their child and the techniques for working with him/her. A respite (such as that given by a well-qualified teacher) from the constant care of a special child has been noted as one real parent need. Some parents have felt that mainstream staff have expected more from parents of disabled children than from parents of nondisabled children.
4. **In a mainstreaming setting, as opposed to a segregated one, parents of disabled children may receive less support.** There may be less staff time available for parents of disabled children. The association with other parents of disabled children, who have similar concerns, may also be missed in the mainstream and thus create a sense of isolation for these parents.
5. Some parents have noted a **possible parent-child conflict of interest** problem in regard to mainstreaming. Since the needs of the child may often be better met in a mainstreamed setting, while the parents' needs are more adequately met in a segregated setting, the parents may have to choose whose needs might best be addressed for the long-reaching goals of the family.

Parents of Nondisabled Children may have some of the following concerns about mainstreaming:

1. Parents may have reservations about mainstreaming because they **fear that their child's program will be impacted** by the additional time required of the classroom teacher.
2. In relationship to peers, some parents **fear their child will imitate inappropriate behaviors of the disabled children**. On the other hand, many parents are pleased that their child can **learn to accept differences** and acquire a positive attitude toward children with disabilities.
3. The presence of special needs children in the classroom may create **questions and concerns that parents do not feel comfortable handling.**
4. Parents may feel **uncomfortable with parents of disabled children** since their parenting experiences may be quite different. They may not share similar parenting concerns. On the other hand, parents of nondisabled children may often find the exposure to parents of disabled children can broaden their awareness of and empathy for other's needs. This may serve to enhance their appreciation for their own child's abilities. The exposure to the individualized programming for children with disabilities has sometimes created an advocacy by parents for similar programming for their nondisabled children.
5. Some parents have noted a **possible conflict of interest.** They may desire mainstreaming as a societal goal because of the sensitivity it can create in their children. On the other hand, this may conflict with their concern about the possible impact on their own child's classroom experience, as noted above.

Strategies for Involvement of Families

1. **Parent Meeting for Introduction of *New Friends***

   There are a variety of ways that parents may be included in the *New Friends* program; however, a helpful beginning might be the introduction of the program through a parent group meeting. During such a meeting, the *New Friends* slide-tape show might be shown, followed by a discussion of the goals and objectives of the program. Various areas of function represented by the dolls could be discussed; a sample doll or two might be shown, with a demonstration of their possible introduction into the class; and an informal discussion of the value of play as the child's way of learning and rehearsing new ideas would also be helpful at this time.

   Following such a presentation, parents would be invited to discuss their concerns about the experiences they want for their children in regard to the awareness and acceptance of differences. Some of the concerns of all the children may be shared informally. A reprint of some of the paragraphs and handouts in this chapter might be a stimulus for such discussion. The presence of a staff member who is trained or experienced in facilitating such a discussion should assist at this time.

   A brainstorming time might usefully follow the sharing of concerns. The topic of what parents can do to assist in mainstreaming and in the development of the *New Friends* program could be constructively addressed in such a session.

2. **Doll Preparation**

   The actual preparation of the dolls can be a rewarding experience for parents and enormously helpful to the staff. Furthermore, parent-parent and parent-staff conversations during such an activity can help build a mutual understanding and commitment to the shared goals of mainstreaming. It is important, however, for staff members to offer the opportunity for such participation without making parents feel they are "unsupportive" if they are unable or unwilling to help in this program.

If the parents have not attended a group meeting that introduced the *New Friends* prior to the doll-making workshop, the session should be preceded by a brief orientation to the program structure and goals. The parents can be more creative in their production and use of the dolls if they are given a role in generating new ideas for program development. Sharing concerns about mainstreaming may also spring naturally from this session.

Leaders of the doll-making workshop should be especially sensitive to questions or concerns raised by parents during the workshop. These should be considered and addressed in individual or group sessions. Inclusion of suggestions made by parents will probably enhance the impact of the dolls, both in the classroom and in the home.

Since many parents work and may not be able to attend a daytime workshop, consideration should be given to scheduling an evening workshop, or breaking down the tasks into smaller parts that parents can do individually at their own convenience. Purchasing the materials, cutting the dolls, making wigs of hair, sewing up the dolls, stuffing the dolls, embroidering the faces, making or locating used clothes and shoes, and making overnight bags for the dolls are tasks that can be given to individuals within the group. Such a division of labor can also permit people to do the part of the project they like best. The dolls provide much opportunity for creative expression in the development of the personalities and wardrobes. Such creativity should be encouraged and rewarded with sincere expressions of appreciation.

3. Presenting the Dolls

Some parents may like to assist in the presentation of the dolls to the class. This is an opportunity for parent involvement that should not be overlooked. Parents of a child with a disability can bring the class unique and special insights about their child (e.g., the parent of a deaf child might teach the children sign language).

Presentation of the dolls to the class may be done by all parents. Some parents, who particularly like working with young children, may welcome the opportunity to read the manual and other sources to learn more about some particular disability before they present the dolls to the class.

4. Home Visits

The classroom teacher may make the dolls available for weekend visits with the children. If the dolls can rotate throughout the year, so that each home can have one visit from each doll, the *New Friends* can be individually introduced in all of the homes during the course of the year. The overnight bags can contain pajamas and/or a change of clothes. The one-page letters included in the appendix, introducing the doll, and some suggested follow-up home activities should be included in the doll's bag for each home visit. This information will help the parents understand the particular needs of one specific disability and will also permit the parents to follow through with some simulation activities.

5. Sibling Day

Siblings of children with disabilities often have feelings and experiences regarding their brother or sister that are unique. Frequently, siblings are unable to verbalize these feelings, but may welcome the opportunity to be engaged in special events with their siblings or peers. A sibling day which permits the older brothers and sisters to attend the class as special visitors can make them feel that they have a special role and contribution to make. It can also give the children whose siblings come a special spotlight.

New Friends can be an innovative way to involve siblings. The siblings could go to a separate room for a portion of the time and make masks or costumes for the *New Friends* dolls. Such familiar children's stories as *Cinderella, The Three Bears,* or *Three Billy Goats Gruff* could then be acted out for the class by the older siblings, using the *New Friends* dolls as actors. The use of *New Friends* as actors may serve to reinforce the idea that *New Friends* can give good performances, even with their limited abilities. Music, movement games, and refreshments might also be a part of this day.

These five suggestions may be greatly enhanced or altered by the creative ideas of the teachers and families. Locally planned and implemented program suggestions are usually more successful because participants feel an investment in making their ideas come to life. Hopefully, by involving the families, the *New Friends* will become a part of the extended family of the classroom.

Some Concerns of Parents of Handicapped Children

Some parents fear the unknown — the lack of specific expectations in terms of the child's ultimate abilities.

Parents may question their own ability to cope with the problem.

Parents may fear rejection by neighbors and peers, both for themslves and for the child.

Parents often wonder about causes; may blame themselves or spouse; and may also fear additional pregnancies if the problem is considered to be hereditary.

Parents are often concerned about the effect of the handicapped child on siblings and about their own possible neglect of siblings.

Parents may feel resentment that it "had to happen to them," and fear their own rejection of the child.

Some parents dread extended dependency of the retarded child.

Parents may worry about what will happen to their child after they are unable to care for him.

Parents may feel they are defective because their child has a defect.

Parents frequently receive conflicting information and recommendations regarding such questions as possible institutionalization of their child.

Some parents worry about the adequacy of the schools, day care centers, and the treatment their child may receive from the staff.

Parents are sometimes anxious about sexual abuse by others or misconduct of their retarded children.

Parents sometimes worry about finding the money to pay for special medical or other services needed by the handicapped child.

Parents may want to know how to work with the handicapped child at home and how to provide appropriate activities for the child.

Parents and *New Friends*

The introduction of *New Friends* into a center-based program will bring new experiences and questions to the program's children. These experiences, in turn, may be discussed at home, thus involving the families in giving additional information and interpretation. *New Friends* may start the process of having families seek new information and examine their own attitudes toward differences among people.

The positive impact of *New Friends* will be enhanced if the involvement of families in the process is planned and structured. The involvement of families with *New Friends* can be one way of assisting the child's growth process in knowing and accepting differences. Perhaps even more importantly, the *New Friends* experience for families enables the staff to become aware of and to address the concerns of families of both disabled and able-bodied children about the mainstreaming process.

One of the most obvious, positive effects of the effort to involve the families can be the opportunity for parents and staff to share with each other their concerns and goals for their children in the program. The climate established between parents of disabled children and parents of able bodied children can provide a positive impact on all the children. It can also facilitate communication between parents and staff that can lead to a greater meeting of the parents' own needs. It is hoped that parents will be involved in the *New Friends* program in various ways. Making the dolls, presenting them to the class, or facilitating weekend "Home Visits" for the dolls are only a few ideas.

Sample Letters

The following are sample letters that can be duplicated and sent, with the corresponding doll, for an overnight visit with selected children in your classroom. You may choose to use these letters or to create letters of your own.

New Friends

Dear Parent,

My name is **Vera** and I am one of your child's *New Friends*. We *New Friends* dolls are staying in the classroom where the children can play with us and learn more about the differences among children. On weekends we are visiting the families of the children.

I am five years old, love to swing, and I have a little brother. I wear glasses because I do not see very well; therefore, I have to learn many things by touching, hearing, tasting, and smelling.

While I'm visiting in your home, I hope you will take good care of me so I can visit all the other children in the class. I'd like to sleep with your child (I even brought my nightie) and I'll enjoy sitting with your family at mealtime. Maybe you will describe the family members to me at the table. With my glasses I can see things better, but watching TV is still hard. I can't see what is happening, but I like to listen if someone can tell me some of the things that are happening in the show.

While I'm here, you may want to talk to your child about how helpful eyes are. Tell your child that some people wear glasses while other, who can't see at all, may use canes or Seeing Eye dogs to get around. Tell your child that those people who are blind learn to read Braille books.

During my visit, or sometime soon, I hope you will do some of the following activities to help your child (and his/her brothers or sisters) become aware of the way children with poor eyesight or no eyesight use other senses to learn.

Activity 1. Have your child look through gauze, smoked glass, silk stockings, tissue paper, or a long tube to experience limited vision. Encourage the child to talk about what he/she sees and how some children may see that way all the time.

Activity 2. Make a grab bag with several round objects: apples, oranges, baseball, and tennis ball. Have children draw from the bag with eyes closed and tell what they are holding and how they can know.

Activly 3. Have child close eyes and identify pounding, dropping, banging noises. Have child locate source and direction of sound. Talk about how blind people learn from sound.

Sincerely Yours,

Vera

Dear Parent,

My name is **Hilda.** I am one of your child's *New Friends.* We *New Friends* dolls are staying in the classroom where the children can play with us and learn more about the differences among children. On weekends we are visiting the families.

Riding my pony, Jumper, has been one of the most fun experiences that I've had in my five years. I like to be with other boys and girls, too, but sometimes I feel lonely since I don't hear well. I had an ear infection when I was quite young and that caused my hearing to be poor. I can't know exactly what is happening around me. It helps if people will look right at me and talk so I can hear them better. I wear a hearing aide and that helps some; however, it is often like having the TV turned down low and not being able to catch all of the words.

While I'm visiting in your home, I hope you will take good care of me so I can visit all the other children in the class. I'd like to sleep with your child (I even brought my nightie) and I'll enjoy being with your family at mealtimes. If the family watches TV, you may need to have the sound a bit louder for me; or, if you have earphones, I could turn them up and not disturb the rest of the family.

While I'm here, I hope you'll talk to your child about how important his/her ears are and how they help him/her listen to people and learn many things. You may also want to tell your child that some people cannot hear anything and therefore can't learn to talk. They are deaf. They learn to talk with their hands. Perhaps you can learn a few signs and show your child how to appreciate this way of talking.

During my visit, or sometime soon, I hope you will do some of the following activities to help your child (and his/her brothers or sisters) become aware of the way children who hear poorly or are deaf may feel:

Activity 1.	Turn the sound down totally or very low during a cartoon or TV program that your child is watching. Discuss with him/her how it feels not to understand much or anything that is being said.
Activity 2.	Choose a certain time when no one can talk (possibly lunch time). The children will have to read gestures to understand what is being communicated. Talk about how it felt afterwards.
Activity 3.	Play slow and fast music and ask children to move to the music. Turn the volume down low and repeat. Talk about the problems of moving to music when you can't hear the music well.

Sincerely Yours,

Hilda

Dear Parent,

My name is **Manuel.** I am one of your child's *New Friends.* We *New Friends* dolls are staying in the classroom where the children can play with us and learn more about the differences among children. On weekends, we are visiting the families of the children.

In many ways we *New Friends* are like other children. I like kite flying and cooking enchiladas with my Dad. I really like TV, too, especially "The Greatest American Hero." In some ways we're different. You've probably noticed that I have a short arm and different kind of hand. I was born that way and also without one leg. The children in the class have already learned about my artificial leg that is strapped to the stump. They know that I can use my leg to do almost anything they can do, but that I take it off at night or for bathing.

While I'm visiting in your home, I hope you will take good care of me so I can visit all the other children in the class. I'd like to sleep with your child (I even brought my P.J.'s) and I'd love sitting with your family at mealtime or watching TV with your family.

You may want to talk with your child some about how our bodies move: the bones and muscles that make them move, the rhythm, speed, and direction of movement, and the space in which we move. Also, talk about how we manage to keep from bumping into others because we can control our bodies. Your child may also be interested in looking for wheelchairs and beveled curbs that enable people who can't walk to get around.

Some of the following games and movement awareness activities will help your child learn about body movements.

Twister
Simon Says
Three-leg race
Imitate animal movements
Leap frog
Stomping on balloons
Walking on sidewalk with wet feet to make footprints
Dancing with bare feet, scarves, and balloons

Try setting up an obstacle course which requires children to go under, over, around barrels, blocks, tables, ropes, or beams. Encourage your child to experiment going through the course different ways: backwards, hands on knees, or without using arms.

Sincerely yours,

MANUAL

Dear Parent,

My name is **Camilla.** I am one of the *New Friends* you may have heard your child talking about. We dolls are staying in the classroom so the children can play with us and learn more about the differences among children. On weekends we are glad to be visiting the families.

I like taking dancing lessons and my teacher told my mother that I was very good and could kick and stay with the music the best of anyone in the class. I also go to another special class in school and that is a speech class. In that class the teacher helps me work on some of my sounds so the children won't laugh at me and so the teacher can understand what I'm saying. Sometimes my words get mixed up and come out sounding funny.

While I'm visiting in your home, please try to take good care of me so I'll be able to visit all the other children in the class. I'd like to sleep with your child (I even brought my own nightie) and I'll enjoy sitting with your family at mealtime or watching TV with your family.

You may want to talk with your children about how different people communicate with each other. Some children who can't hear use sign language; some who can't talk use communication boards; and some of us just need to learn to make certain sounds better or hope that others won't laugh or tease us if we stutter.

Some of the activities below may help your child be aware of the skills we need and use in communication:

Activity 1. Using a mirror, tell your child to watch how his/her tongue, voice box, lips, breath, and teeth help make sounds.

tongue (t,d,l)	voice box (k,g)
lips (p,b,m)	breath (h)
teeth (v,th,f)	

Activity 2. Try some pantomime for a different communication: talking on the phone, making a sandwich, pouring a glass of water, sleeping, etc.

Activity 3. Ask your child to put a marshmallow in his/her mouth and then give their name and address. Discuss how some children can't use their mouths well for talking — as they have just experienced.

Sincerely yours.

CAMILLA

Dear Parent,

My name is **Larry**. I am one of the *New Friends* you may have heard your child talking about. We dolls are staying in the classroom where the children can play with us and learn more about differences among children. On weekends we are happy to be visiting the families.

I have lived on a farm and have a good time helping my family grow things. Last year I won first prize for my pumpkins at the State Fair. I like to feed the chickens and gather the eggs, but I have to be careful since I fall down a lot. That's why I have bandages on my knees and elbows. Yesterday I got hurt and needed another bandage when I was trying to play baseball. I don't really like to try because sometimes the other children yell at me and call me names. It's hard for me to learn new things, and I hate being called "Dummy."

While I'm visiting in your home, please try to take good care of me so I'll be able to visit all the other children in the class. I'd like to sleep with your child (I even brought my P.J.'s) and I'll enjoy sitting with your family at mealtime or watching TV with your family.

You may want to talk with your child about how our brains control the way we move and the way we understand and learn. Everybody's brain doesn't work alike. Some brains don't work as fast or as well as others, but we can still move and learn. Help your child understand that all of us can do some things well and that we shouldn't laugh at others when they can't do something very well.

Some of the following activities may help your child understand those differences.

Activity 1. Have your child put on a glove, draw a simple shape, and then cut it out with scissors. Talk about how hard it is to do something when we can't do it as well or easily as others.

Activity 2. Place a puzzle in front of a mirror. Ask child to do puzzle by only looking in the mirror. Talk about how some children have a problem like this all the time.

Activity 3. Try to find a friend who speaks another language. Ask them to talk with your child in that language. Talk to your child about how it feels to hear someone talking and not be able to understand what is being said.

Sincerely yours,

L

New Friends

Dear Parent,

My name is **Freddie.** I am one of the *New Friends* you may have heard your child talking about. We dolls are staying in the classroom where the children can play with us and learn more about the differences among children. On weekends we are glad to be visiting the families of the children.

I go to the school with your child, but I also go to another school three days a week. In that other school, I'm trying to learn how to follow the rules and how to talk about my feelings. You see, I get mad a lot and sometimes have hit people, but I'm learning how to go to a quiet place and cool down. I hope you have a place like that here for your child and for me, too. My teacher tells me it is O.K. to get angry but it's not O.K. to hit people or bust up things. I like to do fun things like ride a bicycle and play with my kitten.

While I'm visiting in your home, please try to take good care of me so I'll be able to visit all the other children in the class. I'd like to sleep with your child (I even brought my P.J.'s) and I'll enjoy sitting with your family at mealtime or watching TV with your family.

You may want to talk to your child about how all of us have different feelings. Sometimes we are mad, or sometimes we are happy, sad, afraid, or excited. You can help your child to know what feelings he/she is having by commenting, "You seem to be feeling sad," when you observe those feelings. It can also help your child to talk about feelings. Your child may need to learn that feeling angry is all right, but hitting, pinching, or destroying things is not acceptable. Feeling sad and crying is also O.K. when one is upset.

Maybe you would like to try the following activities soon to help your child learn more about feelings.

Activity 1. Have your child look in a mirror and suggest that he/she make a happy, sad, angry, or excited face. Talk about when he/she has felt or might feel those ways.

Activity 2. Look at pictures in books or magazines together. Ask the child how different people might be feeling in various situations. It can help your child learn to be sensitive and observant of other's reactions.

Sincerely yours,

Freddie

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New Friends

Appendix B

Young Children and Disabilities

Children's Perceptions of Disabilities

During your career as a teacher, you have probably had many experiences in which children did or said things which you found to be puzzling. One reason this occurs is that young children perceive events differently than adults. This different view, this different way of thinking, also affects the way young children perceive disabilities. Whether classroom activities are centered on art work, story time, or topics from the *New Friends* curriculum, young children will experience these events from their unique viewpoint.

Being aware of differences in how children view events can improve the quality of communication between you and children in your classroom. Children, as well as adults, like to be understood by others. Taking time to understand, to communicate, and to clarify will enhance your role as a teacher.

Let's take a look at some specific characteristics of how young children think and consider how these characteristics might affect how children may perceive individuals with disabilities.

The most noticeable of these characteristics is what psychologists call "egocentrism." This does not mean "selfish" or "self-centered," as we sometimes label adult behavior. **Egocentrism** means that **young children are not able to differentiate between how they experience the world and how others experience the world.** For example, the young child continues to pester his/her mother despite the pleas for needed quiet. The child simply is not able to understand Mother's needs. The child only understands what he/she wants, which is some attention.

As discussed, young children experience their environment and the people in it from this seemingly narrow perspective. Their own thoughts, feelings, and needs are foremost because these are what children are most capable of understanding and experiencing. It is easy to see how a young child might worry about what a disability could mean to him/her: "Will it happen to me? Can I catch it?" These fears may not be verbalized in direct statements by the child. You can help children deal with these unexpressed fears by being alert to their concerns and by making simple clarifying statements, such as: "Deafness isn't like a cold; you can't catch it," or "That man's hand is scary to you, isn't it?"

For example, activities that provide opportunities for experiencing blindness (use of blindfold) or physical disability (use of splints, large gloves, etc.) can give children a personal frame of reference in regard to the disability. This may then be transferred to understanding what the disability is like for other children.

Young children experience the world in concrete, rather than abstract, terms. They have not yet developed abstract thinking ability. Children's curiosity about disabilities and subsequent questioning is therefore very concrete in nature. Young children are more interested in the purpose of things than in abstract explanations of origins. They are often bored and confused by answers that are too advanced for their reasoning ability.

Children can gain a better understanding of a disability through concrete personal experiences or very simple concrete explanations. Abstract terms like "retardation" or "disabled" have little meaning for young children. They would better understand: "Being blind is like closing your eyes" (to say it's like "being in the dark" might be confusing, since many young children fear the dark and might assume being blind is like being in a constant state of fear). An appropriate explanation for retardation might be a discussion about learning styles — "It takes Jamie longer to learn how to use scissors."

An aspect of this concrete thinking process is the tendency of **young children to particularize; that is, to focus on just one characteristic of an object and to perceive that all**

similar objects share that characteristic. For example, if the new classmate, who is deaf, also has short blond curly hair, a four year old may assume that all blond curly haired boys are deaf. The children focus on a particular concrete characteristic — blond hair — and associate that with deafness. They may mistakenly associate that characteristic with deafness in all subsequent situations. Being aware that young children sometimes think this way will help you understand their statements and concerns.

Concrete thinking and egocentrism also play a role in another characteristic of young children's thinking. **Young children view cause and effect relationships in very personal and specific ways. They frequently believe that their thoughts or actions cause events that are really unrelated to themselves.** Young children do not have the broad base of experience to understand the causes of events, therefore, they invent causes from their personal concrete world view. An example is a young child associating disabilities with misbehavior and therefore being fearful that his/her own misbehavior may cause him/her to become disabled.

Young children are not yet skillful in articulating thoughts and feelings. Their language ability is limited by a still-growing vocabulary. Therefore, they cannot easily verbalize abstractions, such as feelings. The sensitive teacher will recognize that the young child often needs help in expressing questions or feelings.

When young children do ask questions, another characteristic of their thinking emerges: **young children are curious about the world around them and eager to know about many things.** Their questions reflect this intellectual curiosity, the growth of their thinking, and the wonder at all the things around them. Their questions do not require lengthy, scientific explanations but can be answered in simple concrete terms. It is not necessary to offer elaborate explanations that may cause confusion.

You can learn a lot about the thinking of young children by observing them at play. This is the stage during which young children begin to master the symbolic aspect of language, thinking, and actions. **Young children begin to use and create symbols in their play through their rich fantasy lives.** Toys and games with "little people" are given life and roles; clay, sticks, and furniture are "turned into" people, airplanes, and hideouts. This "play" is not just a pastime for the child. This is a major source of "work" and learning for young children. Play is used to rehearse and recreate life events, and in "playing house" or "playing builder." Children frequently try on many roles and act out their fears in play episodes. Fantasy and play are "safe" ways for young children to experiment with their world and the many new ideas they are learning.

Children can become comfortable with the concepts involved with disabilities through play. Teachers can help children use fantasy to enrich their experiences but can also help children distinguish fantasy from reality. Children "playing" disabilites may say, "I'm the wicked witch and I'm going to make your legs fall off!" The teacher can clarify that this doesn't happen in real life.

Young children's fantasy lives frequently do not have a past or a future, because **young children live in the here-and-now.** Their games and symbols usually do not include concepts such as "last year" or "next month." Their concept of time is very concrete. A young child may need assistance in clarifying the difference in the concepts involved in having a leg in a cast and an amputated leg, as well as understanding being blind "forever."

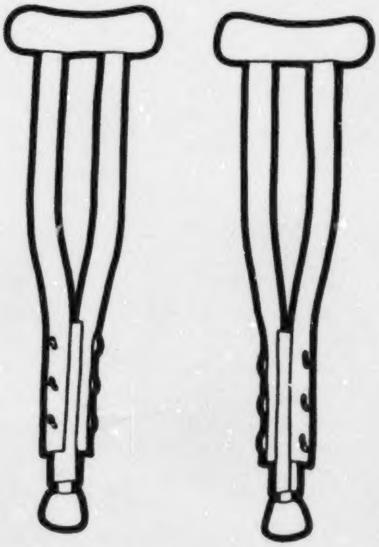
When young children meet a child who is disabled, they have not had the past experiences that would arouse the feelings adults call empathy or pity. They will respond to that individual in the here-and-now, in terms of how the individual who is disabled affects them personally.

As you introduce the concept of disabilities to young children using the *New Friends* curriculum, two final points about how they think will assist understanding and communication.

First, remember that **young children learn through repetition.** They are curious and eager to learn and are usually stimulated, rather than bored, by hearing, seeing, and doing things over and over. You have probably had the experience of just finishing a story when a young child says, "Read it again!'One more time!" Children enjoy language, communication, and attention. Hearing an enjoyable story "again" is similar to adults or teens playing favorite records over and over. They might not learn what you are teaching the first time it is presented, or they might learn it differently than you had anticipated. Children have different learning styles and paces. Presenting new information and concepts, therefore, should be accomplished over time and in a variety of ways.

Most importantly, as you plan your teaching, remember that **young children are notorious imitators.** They copy adults and other children, both as a way to learn and as a way to identify with important others (my mother, the doctor; my brother, the bike rider; "Chips," the motorcycle police officer, etc.) Young children will more frequently do what you **do**, rather than what you say to do. So, as a teacher and as an important, influential adult in young children's lives, you have both the challenge and the opportunity to teach many life skills, behaviors, and attitudes, just by what you model. Children will imitate your attitudes and behaviors toward differences among children. If you are confused or timid when interacting with a child who is deaf, chances are the children in your class will copy your actions. If you say that you like a particular child who is disabled, but never look at the child or touch him/her, it is probable that the children will feel your insincerity and model it.

In summary, young children are not miniature adults. Their thinking processes and styles are quite different from those of adults. While young children think differently than adults, their feelings are very similar to those experienced by adults. An effective teacher is aware of these different thought processes, listens carefully to what children say (or don't say), and responds to them



Social Integration of Handicapped Children

Integration of handicapped children into preschool programs began formally in 1972 with the Federal mandate that the Head Start network would include 10% of handicapped children. This requirement was followed by funding of preschool programs now known as the First Chance Network. Implementation of Public Law 94-142 further required the preschool placement of children as young as three years old in the least restrictive environment in states requiring education for nonhandicapped children of this age (Blacher-Dixon & Turnbull, 1979). Goals for preschool children in general and for the mainstreaming concept implied in Public Law 94-142 focus on social interaction among all children, including those who are handicapped.

Successful social integration of handicapped children does not happen incidentally. There is considerable evidence that handicapped children in regular classes are frequently rejected by their nonhandicapped peers. Attitudes of rejection have been identified in children as young as four years old; such attitudes include all handicapping conditions (Schulz & Turnbull, in press). Strategies to improve the social position of handicapped children are essential to the provision of appropriate educational opportunities.

Careful and systematic preparation must precede the actual integration of handicapped children into preschool programs. Such preparation should include informing parents and answering their questions, selecting children with the total group composition in mind, and preparing the teaching personnel (Bricker & Sandall, 1979).

Investigations of successful integration of children in elementary schools have implications for the preparation of teachers at the preschool level. A recent measure of classroom teachers' attitudes toward handicapped children indicated three primary variables determining willingness to accept handicapped students: teachers' confidence in their ability to teach handicapped children, teachers' belief that handicapped children can become useful members of society and teacher's belief that public schools should educate handicapped children (Stephens & Braun, 1980). These attitudes are also essential for teachers of preschool handicapped children. With the realization that the skills needed by handicapped children are the same skills needed by all children, teachers can be confident and can create an environment that will enhance instructional and social integration.

There are several factors that contribute to interaction among children and between teachers and children. The first factor deals with attitudes, the second with knowledge and understanding and the third with behaviors.

Attitudes

Acceptance of handicapped children by their nonhandicapped peers is the foundation of successful social integration. Sometimes it happens naturally.

> Jason, who has cerebral palsy, was entering kindergarten. His parents and teachers were concerned about the other children's reactions to his crutches, but decided to wait and see what would happen. He came into the classroom, sat on the floor and put his crutches aside. One little girl asked, "What are those things?" "They're crutches, dummy." "Could I use them?" "I don't know; it's kinda hard, but I'll show you."

Placing handicapped and nonhandicapped children in the same classroom does not ensure the development of positive attitudes. Experiences should be planned to help children grow in their awareness and acceptance of individual differences. A number of techniques have been used successfully. Films, filmstrips and stories about handicapped children are effective tools. Television programs such as "Mister Rogers' Neighborhood" have planned programs designed to increase sensitivity toward children with disabilities.

Simulations can be a major part of child awareness activities. Even very young children can ride in a wheel chair, wear a blindfold, or attempt to tie shoelaces with one hand. Guest speakers can help them understand disabilities and ways of dealing with them. Adult guests also help handicapped children develop concepts about their own adulthood.

Peer instruction or assistance is an excellent technique to promote interaction. Young children enjoy helping each other; assisting someone who needs it is very natural and should be encouraged. It is important for the handicapped child to help too. Some handicapped children have special skills, such as using sign language or crutches, and should be given the opportunity to demonstrate them. Interaction is fostered in a classroom where cooperation is practiced by teachers and students.

Knowledge and Understanding

Accurate information about handicaps is necessary to the complete acceptance of them. One of the most charming (and disarming) characteristics of young children is their honesty and openness. They learn by observing and by asking questions. Many of the techniques discussed will stimulate, rather than answer, questions.

Guest speakers, adults and students, are excellent providers of information (Dewar, 1982). Children are frank in asking questions and thus become better informed at their own levels. Conversations generated by the *New Friends* activities serve the same purpose.

Understanding is a gradual process which may never be reached by some children (or adults). It is difficult to understand why some children are handicapped and some are not. The important concept is that people are different in some ways and alike in some ways, that we all have the same basic needs and that all of us are special.

Behaviors

There is an increasing emphasis on the behaviors, or actions, of children as part of social integration. Handicapped children are more likely to violate standard acceptable social rules than their nonhandicapped peers. Therefore, there is a need for social interaction skills development for handicapped children (Voeltz, 1980). Areas which would assist children in developing peer relationship skills include smiling, greeting others, joining ongoing peer activities, extending invitations to others, conversing, sharing and cooperating, complimenting others and play skills (Mesibov & LaGreca, 1981). In addition to facilitating interaction in preschool classes, acquisition of social skills helps the handicapped child adapt to the regular classroom in elementary school.

Nonhandicapped children may need social skills development with behaviors related to handicapped children. Laughing, pointing and name-calling are behaviors that the sensitive teacher will discourage as attempts are made to develop positive attitudes.

A related skill that handicapped children need to develop is responding to negative behaviors on the part of other children. Although many parents are concerned that their handicapped children will be verbally abused, others find their children are developing defenses. In a classroom where differences are acknowledged and discussed, respect for each other is likely to occur.

Conclusion

Preschool children are developing concepts and attitudes related to themselves and to others. With the inclusion of children who are handicapped, their concepts expand. Social integration of handicapped children with their nonhandicapped peers affords the opportunity for all children to learn, play and live together and to develop into people who understand and appreciate each other.

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Some Concerns of Siblings of Handicapped Children

Siblings wonder about the cause of their brother's or sister's handicap, and sometimes fear that something may be wrong with themselves.

Siblings sometimes feel that having to help take care of the handicapped child interferes with their own activities.

Siblings may want to talk with their parents about the handicapped child's problems but not know how to bring up the subject.

Siblings may feel upset and angry when parents have to spend a lot of time with the handicapped child. Sometimes, siblings try to get attention from the parents by acting like the handicapped child.

Some siblings feel that they have to work extra hard (in school, sports, etc.) to make up to the parents for the handicapped child's deficiencies.

Siblings worry about how to tell their friends that they have a disabled brother or sister and wonder if their friends will make fun of them or their family for being different.

Siblings wonder if they will be able to get married and have children.

Siblings may worry about whether or not they will have to take care of the handicapped child in the future; they may wonder if they will be *able* to take care of him or her if anything happens to their parents.

Siblings may want to know how they can get along better with their handicapped brother or sister at home — How to help him/her learn to do things, how to play with him/her, what to do when baby-sitting.

Guidelines for Answering Children's Questions

The introduction of dolls with varied and unique characteristics will create questions and generate feelings that the classroom teacher can handle in ways that will provide the child with needed information and/or dispel unwarranted fears.

Children ask some questions to receive information. Other questions may be directed at alleviating uncomfortable feelings. The wise teacher will recognize that *every* question has some feeling attached to it. Sensitivity to the child's need for information and reassurance will enable the teacher to respond in ways that will keep the channels of communication open. All people like to feel understood. Addressing both content and feeling will accomplish this important task.

"Listening with the third ear" has been described as the skill of comprehending the hidden thoughts and feelings through intuition and attending to the small clues or signals the child gives out. The facial expressions, the body language, the tone of voice, the speed of speech, the time and place of questions can all give the teacher a clue to the meaning behind the question.

Since children this age have only beginning skills at verbalizing thoughts and feelings, this skill is especially important for teachers of the young child. The child asks "Who made the doll with one leg?" or "What happens to children who push others away when they don't like to see them?" The child who asks such questions seem to be wanting simple information; however, the sensitive teacher will listen for clues to deeper concerns, such as "Could this happen to me?" or "Are emotionally disturbed children punished for being bad?"

Because adults are not always aware of the child's perception or reactions, there may frequently be misunderstandings or miscommunication in terms of what the child is asking. The sensitive teacher, however, will show respect for the child's concerns. Such an approach will permit the child to ask again, with the knowledge that the questions are heard and addressed. A climate of openess is the goal of the teacher-child interaction that will eventually provide the child with the information or assurance needed.

The teacher may elicit some unexpressed questions or feelings by saying, "Some children wonder if they might also lose their legs when they get to a certain age." Such a "trial balloon" will merely go by, if it doesn't fit. If such a question does tap the child's concerns, the teacher can then discuss it further. If that "balloon" doesn't fly, send up others.

Labeling or identifying children's reactions can often give them a means by which to express themselves. Children must first know what they are experiencing before they can respond to their own feelings. "You seem curious about the doll's eyes," "You seem happy giving the doll a big hug," "You seem worried about the doll's bandages" can all help the child know his/her reactions.

Though each teacher will answer questions with his/her own style, the following guidelines may help enhance teacher-child communication around the child's questions and responses:

1. Be brief and factual. Children absorb information in small doses.
2. Give your undivided attention, if possible, so you can observe the child's response.
3. Show your interest in the question or comment by your animation.

4. Use simple concrete words or metaphors the child understands, i.e., "Hearing for Pam is like listening to someone whisper."
5. Remember that the attitude you convey during your discussion is as important as the content you give.
6. Be respectful of the child's questions or comments. Laughing, shaming or interrupting may discourage more questions.
7. Avoid arguments or dogmatic statements. Simply state what you know or think.
8. Be emphatic. Try to understand and identify with the child's concerns.
9. Be congruent. Be sure your content and attitude are consistent. Laughing at a child's clever, though rude, remark as you reprimand him/her does give a mixed message.
10. Reflect on the underlying thoughts and feelings as well as the content of the child's questions.

Finally, teachers should recognize that the development of knowledge and empathy are the reasons for introducing the notion of differences to young children. Empathy is a skill that can be learned. It can be enhanced by information and learned by modeling. A caring teacher can supply both knowledge and a model. Research has also shown that people who experience the strongest degree of empathy are the ones most willing to help others.

Empathy can be taught by the teacher modeling an understanding and respect for the child's questions, and by pointing out to children the effect of their behavior on others — especially the feelings of others. As a part of explaining the consequences of the child's acts on others, it is important to include the description of the needs or desires of others whenever it seems appropriate, i.e., "Johnny wants to play with you, but may feel left out when he can't keep up with your running. Could you play a different game with him?"

In summary, the teacher has a regular and ongoing opportunity to help the young child understand and experience differences. Through knowledge of how the child thinks and learns, the teacher can structure activities, give information, model empathic behavior, answer questions, and teach the new skills that will assist the young child in relating to others throughout life.

New Friends

Appendix C

Selected Readings

How Children Respond to Differences and What This Might Mean for Mainstreaming*

Several research studies have suggested that labels applied to disabled children and placement of these children into segregated groups have had a direct negative effect on attitudes that non-handicapped children in regular classrooms have toward the disabled. Other research, however, has indicated that even pre-school children have developed negative attitudes toward handicapped peers. Supposedly, young children are not intellectually capable of being influenced by labels, such as those placed upon handicapped children. This situation, therefore, suggests that labels or forced separation alone do not explain how negative attitudes toward the handicapped develop. In this article, by Dr. Kenneth Thurman of Temple University, Philadelphia, Pennsylvania, and Dr. Michael Lewis of the Institute for the Study of Exceptional Children, ETS, Princeton, New Jersey, research is summarized which investigates how children's early perception and thinking patterns might effect the development of negative attitudes.

Many research studies have investigated how infants respond to various stimuli and situations in their environments. These studies have shown that, even at an early age, infants are able to recognize the difference between their mother's voice and face and those of a stranger. Infants have also demonstrated the ability to differentiate between different visual cues, people of different ages and sexes. By the age of nine months, infants are beginning to be able to differentiate between the "self" and the "not self." The results of these studies suggest that, even at a very young age, infants are able to differentiate between a variety of objects and situations in their environments. Infants are simply learning to respond differently to difference.

Drs. Thurman and Lewis suggest that the root of negative reactions to disabilities may lie in this tendency to react to difference, per se. What is different is noticed. When negative labels are placed on these noticeable differences, then the beginnings of prejudice start to develop.

While research has shown that training has been effective in teaching young children more positive ways of responding to handicapped peers, there has been no proof that these changes in behavior last over a period of time.

It has been suggested that these changes might last over a period of time if the training focused on differences. That is, if it focused on teaching children about individual differences in general — how people are different, different types of differences, where differences come from, how much difference makes a difference, etc. While socially integrating disabled and non-disabled children and teaching positive interaction to those integrated groups is desirable, adding a teaching component that directly addresses differences would greatly enhance a mainstreamed program. Children notice differences in disabled peers, whether these differences are discussed or not. A sound approach would be to discuss these differences, as well as the many other characteristics that make people "different."

There is a great deal of learning potential in the integrated classroom, both for the disabled child and the non-disabled child. While much research has investigated the effects of mainstreaming on the disabled child, not enough work has been done to question the effect on a non-disabled child or what the joint effects might be. As research proceeds in these areas, more can be learned about the effects of prejudice on disabled and non-disabled children, together and separately.

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*This article is adapted, with permission of the authors Kenneth Thurman and Michael Lewis, "Children's Response to Differences: Some Possible Implications for Mainstreaming," *Exceptional Children,* March, 1979, pp. 468-470.

How Young Children View Physical Disabilities*

Negative attitudes toward the handicapped have been investigated by several research projects. Findings have shown that these negative attitudes have frequently resulted in persons with handicapping conditions being rejected in both social and work situations. Research has also shown that these negative attitudes can begin as early as the first grade. One study demonstrated that first graders prefer children without disabilities to children with disabilities. Research done by Dr. Weinberg of the University of Illinois, which will be summarized in this article, has shown that negative attitudes toward disabilities can begin at an even younger age.

Dr. Weinberg's research asked two main questions. First, can young children (ages 3-5) understand what a physical impairment is? Secondly, do these children have different attitudes toward disabled children than they do toward non-disabled children?

The children who participated in this study were divided into three age groups of both boys and girls. There was a group of twenty-five three year olds, a group of fifty-three four year olds and a group of twenty-three five year olds. None of these children were handicapped. These children were attending day care centers in a midwestern city and were from families with average or better income.

These children were tested individually to determine their responses to a set of pictures. These pictures were: a four year old girl with no disabilities, sitting in a regular chair; the same girl sitting in a wheelchair; a four year old boy with no disabilities sitting in a regular chair and the same boy sitting in a wheelchair. All of the pictures portrayed children who were equally attractive and appealing.

During each individual test, a child was presented with pictures of both the disabled and non-disabled child of his/her same sex. First the child was shown a picture of the able-bodied child sitting in a chair and asked the following questions:

1. Would you like to play with this child at the center, at home, at the park? (to measure liking)
2. Would you share this toy (pictured) with this child? (to measure sharing)
3. Do you think this child can color, sing, run? (to measure ability)
4. Would your mother, teacher, friends want you to play with this child? (to measure social approval)

Next, the child was presented a picture of the disabled child and asked the same questions.

After being asked these questions, each child was asked some questions to determine if he/she understood what a physical disability was. Those questions were:

1. Is there anything different about this boy (girl)?
2. What is this (referring to the wheelchair)?
3. What is it used for?
4. Do you know anyone who uses a wheelchair?

Children who knew that the chair was a wheelchair (or some similar name) and that it was used by people whose legs were hurt or not working were rated as having some understanding of physical disability.

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*This article is an adapted summary of the research described in "Preschool Children's Perceptions of Orthopedic Disability" by Nancy Weinberg and printed in *Rehabilitation Counseling Bulletin,* Vol. 21, No. 3, March, 1978. Used and adapted with permission of the author.

After analyzing the results of these tests, Dr. Weinberg found the following answers to her questions. First, this study indicates that only a small percentage of three year olds (17%) understand what a physical disability is. However, a much greater percentage of the four year olds (71%) and five year olds (75%) showed an understanding of physical disability. The younger children simply did not notice or pick up the implications of the wheelchair. Second, the children in this study did not demonstrate a preference for or a more positive rating for able-bodied children over children with disabilities. Both able-bodied and disabled children pictured in this study received similar ratings by the children tested.

What these findings seem to indicate is that: 1. young children seem to begin to understand the meaning of physical disabilites somewhere between three and four years of age; and 2. while five year olds show an understanding of disabilities, they have not yet developed negative attitudes toward children with disabilities.

In order to pursue the implications of these findings further, Dr. Weinberg conducted a follow-up study. Remember, in the first study, the ratings of the disabled child and the non-disabled child were done *separately;* the child being tested did not choose between the two. In the second experiment, a similar group of children were presented a test in which they were asked to make a choice. Each child was tested individually and presented with two drawings of a child of his/her same sex. In one drawing, the child is not disabled; in the other drawing, the child is sitting in a wheelchair. Each child was then asked, "Which child would you rather play with?"

Following this question, each child was shown a picture of the child of his/her same sex sitting in a wheelchair. Then, as in Experiment I, the child was asked to identify the wheelchair and tell what its purpose was. The same criteria for showing understanding of a disability were used.

From the analysis of the outcomes of these data, Dr. Weinberg concluded first, as in Experiment I, three year olds generally do not understand the meaning of physical disability (only 22% did), while more four year olds (64%) and five year olds (80%) demonstrated an understanding of physical disability. Again, this seems to indicate that an understanding of physical disability develops around four years of age. Secondly, the results showed that, in a forced-choice situation, these children preferred an able-bodied child as a playmate over a disabled child. Overall, 73% of the children chose to have an able-bodied playmate. This choice, however, varied with age: 64% of the three year olds, 71% of the four year olds and 90% of the five year olds preferred the able-bodied playmate. Further investigation showed that the three year olds chose the able-bodied and disabled child about equally while the older children chose the able-bodied child in significantly greater numbers.

The results of Dr. Weinberg's research seem to indicate that three year olds tend to lack an understanding of the meaning of physical disability and do not appear to discriminate between able-bodied and disabled children when rating their qualities or making a forced-choice between them. However, older children (four and five year olds) do appear to understand the meaning of physical disability and, while they do not seem to rate the qualities of disabled and non-disabled children differently, older children do prefer able-bodied children over disabled children as playmates.

An important implication for teachers that emerges from this research is that attitudes toward disabilites are still forming and, therefore, still somewhat flexible in young children. This age group did not rate disabled children negatively when a disabled child was presented alone. While the older children (four and five year olds) did show a preference for an able-bodied playmate when forced to choose, the younger children did not. These results indicate that there is still room for learning and change toward the positive in attitudes toward physical disabilites in children of this age. Work with children, then, while attitudes are still forming. The creation of positive attitudes at an early age can help both the able-bodied and the disabled child later in life as each learns to accept and understand individual differences in others.

Integrating Students With Handicaps Into The Mainstream*

Public Law 94-142 has offered public school teachers an opportunity to create a new learning situation for both handicapped and nonhandicapped children. However, with this opportunity comes some potential harm if the integration of handicapped children is not handled properly. If desegregation progresses negatively, handicapped children may be more rejected and stereotyped or may be treated as "pets" or invalids in the classroom. If desegregation goes well, positive relationships can develop between handicapped and nonhandicapped children and youths.

This article by Drs. David and Roger Johnson describes: 1) the importance of constructive interaction between handicapped and nonhandicapped students as a primary goal of mainstreaming; 2) a model explaining how handicapped students can be integrated into constructive relationships with their peers in a regular classroom; 3) a list of practical strategies teachers can use to implement this model.

The Importance of Constructive Peer Relationships in Mainstreaming

This research strongly asserts that mainstreaming can be successful only to the extent that handicapped and nonhandicapped children in a mainstreamed classroom form constructive relationships. This access to constructive interaction with nonhandicapped peers is seen as a key component of the definition and intent of mainstreaming.

Mainstreaming emphasizes the importance of equal access to school resources. It is important to include both human and material resources in this access. While relationships with teachers, counselors and community representatives are important, the most important interaction for social and emotional learning comes from peers. Peers offer the most relevant experiences for each age group, whether that experience be finger painting or going on a date.

Many researchers believe that social interaction with peers is a primary ingredient for development and socialization. At their best, these relationships can contribute to a child's high achievement and social and mental growth. There are several key areas where relationships with peers have a major effect. These are:

1. In the development of social values, attitudes, ways of viewing the world, and general competence.
2. In predicting and influencing a child's future mental health. Children who have poor peer relationships and remain socially isolated from their peers tend to have psychological problems as adults.
3. In teaching children how not to be socially isolated. The peer group provides a place to learn and practice social skills.
4. In influencing a child or young person's involvement in problem behaviors such as drug abuse.
5. In helping children learn to control aggressive behavior. Mastering aggression with coequals is a safe way to learn and practice one's limits.
6. In helping develop sex role identity. While the family makes a contribution to this process, the peer group expands and develops it.
7. In helping to develop a wider view of the world and movement away from egocentrism.
8. In influencing a child's educational achievement and goals for the future.

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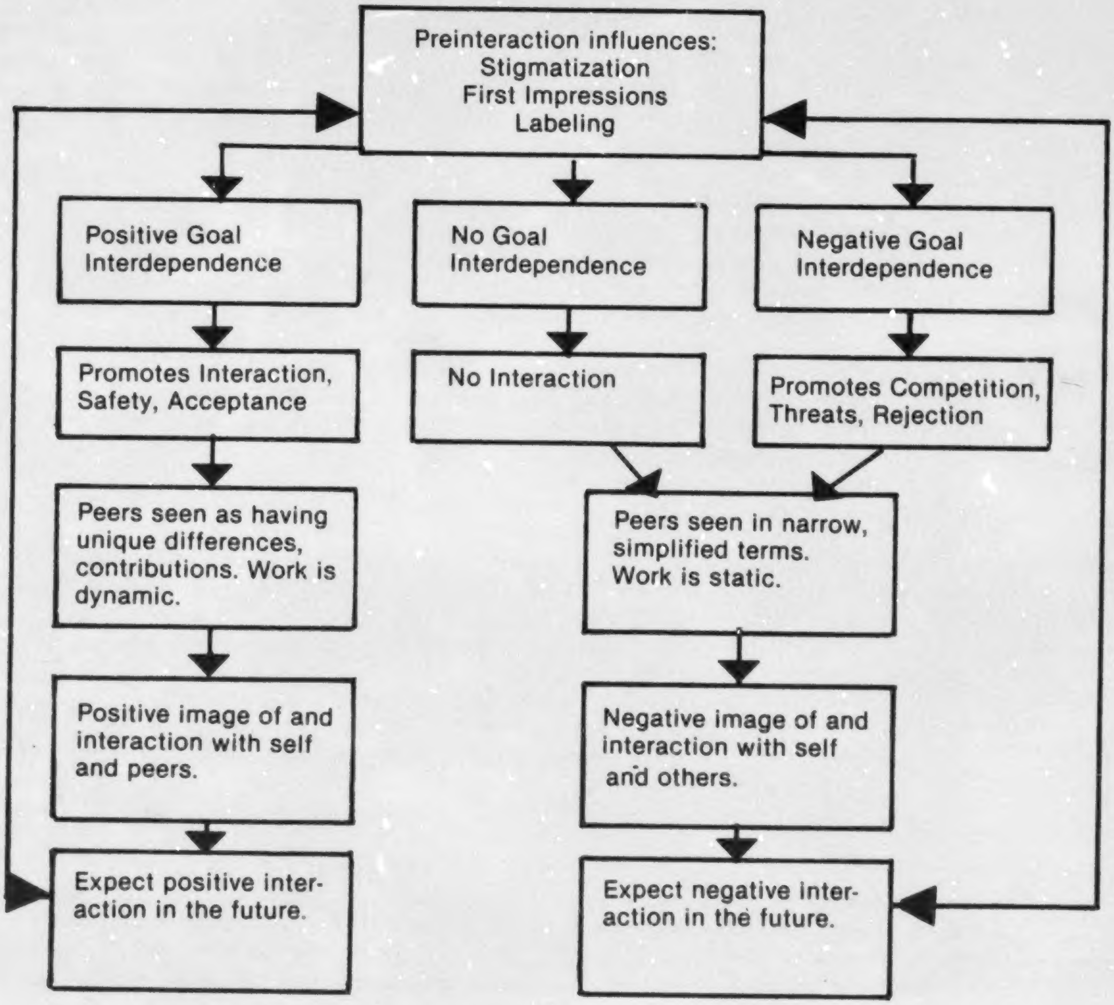
*Adapted, with permission of the authors, from; Johnson, David W., and Johnson, Roger. "Integrating Handicapped Students into the Mainstream." *Exceptional Children*, Volume 47, Number 2, October, 1980, pp. 90-98.

In the presence of positive, supportive and caring peer relations, these important influences on a child's development can grow in positive and productive ways. However, remember that simply placing handicapped and nonhandicapped children in the same classroom does not guarantee that constructive relationships will develop. Teachers must be sensitive to how students make social judgements about each other and, knowing the process, design classroom experiences that will encourage the development of positive social judgements. The next section provides a chart and summary describing how social judgements are formed.

How Social Judgements About Handicapped Peers Develop

Research has demonstrated that children have prior negative attitudes toward handicapped peers. However, these attitudes do not have to remain negative. The actual classroom interaction between handicapped and nonhandicapped children can either strengthen negative attitudes or replace them with more positive feelings.

The process of making social judgments is outlined in the chart below.


Preinteraction influences:
Stigmatization
First Impressions
Labeling
Positive Goal Interdependence
No Goal Interdependence
Negative Goal Interdependence
Promotes Interaction, Safety, Acceptance
No Interaction
Promotes Competition, Threats, Rejection
Peers seen as having unique differences, contributions. Work is dynamic.
Peers seen in narrow, simplified terms. Work is static.
Positive image of and interaction with self and peers.
Negative image of and interaction with self and others.
Expect positive interaction in the future.
Expect negative interaction in the future.

In summary, the chart shows that:

- Negative attitudes are present originally, due to the stigmatization of handicaps found in society in general.
- First impressions of a handicapped student are formed during initial interactions with that student.
- Those interactions can be positive, negative, or involve no interaction or interdependence.
- Depending on the social situation in which these interactions take place, a process either of acceptance or rejection emerges.
- The process of acceptance takes place when students are involved in positive goal interdependence; that is, when their learning goals are structured so that students must cooperate with each other in learning. This approach promotes interactions that are supportive and leads to acceptance and safety in the group. This process also enhances students' views of each other as unique people with different contributions to make to the learning task. Work progresses in a dynamic manner. This, then, leads to positive self-images within the group, as well as positive views of peers. Finally, this positive process helps develop the expectation that future interactions will be positive — thus changing the original negative attitude.
- In contrast, the process of rejection emerges when students are not involved in learning in cooperative tasks but are either placed in competitive or negative learning climates or in a climate that promotes no interdependence. In those situations, students often feel competitive toward or threatened by each other or fail to know each other at all. This kind of dynamic promotes isolation from peers that leads to the development of very narrow, simplified views of the peer group ("If I have no opportunity to know you, I have a very simple idea of who you might be."). Classwork in this climate is often static and dull. Negative images of the self and of peers often emerge, and expectations for further negative involvement develop. In this process, the negative attitudes either remain the same or are reinforced.

In summary, one may conclude that the way a teacher structures learning tasks and goals can have a direct influence on students' interaction patterns and related attitude development toward one another. While each approach is appropriate at different times in the classroom, it is important for the teachers to keep in mind the positive effects of cooperative learning goals on the interaction patterns between handicapped and nonhandicapped children.

What This Means for Mainstreaming: Practical Tips

While research indicates that classroom activities and learning goal patterns can be structured to enhance the formation of positive peer interaction between handicapped and nonhandicapped children, other research has shown that this approach is not being practiced in mainstreamed classrooms. One study found that teachers spend about 70 percent of their time lecturing to students. Another observed that 76 percent of classroom activities occur in large groups and that most students, especially handicapped students, work alone rather than with peers. Other studies have shown that handicapped children are often placed in low tracks and are mainstreamed into classes that are overrepresented with children of their own race or ethnic group.

In light of these findings, much needs to be done to improve opportunities for handicapped children in the mainstreamed classroom. The following list offers some strategies for promoting cooperative learning activities:

- Plan the instructional goals of each lesson.
- Choose a group size most appropriate for the learning task or lesson. Young children do best in smaller groups (two or three members), while older students can work in groups of four to six. As you select the best size for your group, keep in mind the resources you have available, the cooperative skills of the group (the less skilled at cooperating, the smaller the group), and the type of task at hand.

- Assign students to the group so that "differences" are represented, for example, one boy, one girl, one handicapped child, one child of different ethnic origin, etc.
- Arrange the seating of each group so that members are close together and facing each other. Have resource materials easily available to all groups. The teacher should have easy access to all groups.
- Provide materials and arrange assignments to encourage cooperation. For example, the class may be asked to solve a puzzle, but each group is given some of the pieces; or the group may be asked to write a report on a figure from history, but each group member is assigned a different segment of the person's life.
- Explain the cooperative goal structure and the task to students. Working cooperatively in groups may be a new experience for some students, so you will need to explain some of the rules and procedures for cooperating, as well as the learning task. For example, in cooperative learning groups, there is a group goal and specific criteria for the task. All students receive the same reward, and the groups do not compete against each other.
- Observe the students as they work. Cooperative learning has to be learned. Monitor the groups and provide assistance where needed.
- Act as a consultant to the groups, when needed, to help the students learn the interpersonal and group skills they need to know in order to cooperate.
- Evaluate the work and product of each group.

Try these techniques in structuring some cooperative activities for the children in your classroom. Cooperation is valuable and instructive, whether students are preparing snacks for recess or tackling a difficult math assignment.

Special Education Teachers Can Cooperate Too!

Teachers of handicapped children can also work cooperatively to plan learning goals and experiences for handicapped children. IEPs can be developed jointly. As part of that document, teachers can plan to have the goal that each student learn to work cooperatively with peers. The special education teacher and regular classroom teacher can plan lessons, evaluate the process, and consider outcomes for *all* students, both handicapped and nonhandicapped. The special education teacher can make important contributions by:

- Teaching all students the social skills necessary in order to work cooperatively.
- Tutor students who work together in pairs (one handicapped, one nonhandicapped).
- Provide guidelines to the classroom teacher on what each handicapped child *can* achieve, so group rewards can be adjusted and so the child will not be penalized.
- Be available for consultation on unforseen problems. Support the development of friendships between handicapped and nonhandicapped children.

Special education teachers and regular classroom teachers can meet regularly to evaluate their cooperative ventures and plan further collaboration.

In Summary:

The most important aspect of mainstreaming is the development of positive and supportive relationships between handicapped and nonhandicapped students. The relationships can develop in the classroom through cooperative learning experiences in which students work together to achieve goals and complete learning projects. This type of positive interaction is the key to creating feelings of acceptance. Learning situations involving competition or individual learning tend to produce negative, rejecting reactions among peers. Therefore, cooperative learning experiences can change negative attitudes toward the handicapped to more positive ones, while competitive or individualistic learning can maintain negative attitudes or increase them. Teachers who use the practical approaches suggested in this paper to structure cooperative learning between handicapped and nonhandicapped students will be contributing much to the development of positive interaction and positive attitudes among students. Teachers can also use this same model of cooperative planning and evaluation in designing services and classroom activities for both handicapped and nonhandicapped students.

Additional Reading to Assist with Mainstreaming

(see bibliography in the trainer's notebook for additional references and resources)

Barnes, Ellen; Berrigan, Carol; Berlken, Douglas. *What's the Difference?* New York: Human Policy Press, 1978.

Bookbinder, Susan. *Mainstreaming: What Every Child Needs to Know about Disabilities. Boston: The Exceptional Parent Press, 1978*

Davis, D. Michael, and Dickerson, Mildred. A developmental View: "Mainstreaming and Early Childhood Teacher Education," Dimensions, July, 1982.

Guralnick, M.J. (ed.) *Early Intervention and the Integration of Handicapped and Non-Handicapped Children.* Baltimore: University Park Press, 1978.

Karnes, Merle B., and Lee, Richard C. "Mainstreaming in the Preschool," in Katz, Lillian, et al. (eds.), *Current Topics in Early Childhood Education.* Norwood, N.J.: Ablex Publishing Co., 1979.

Sanford, Anne R., et al. *A Planning Guide to the Preschool Curriculum: The Child, The Process, The Day.* Winston-Salem, N.C.: Kaplan Press, 1976.

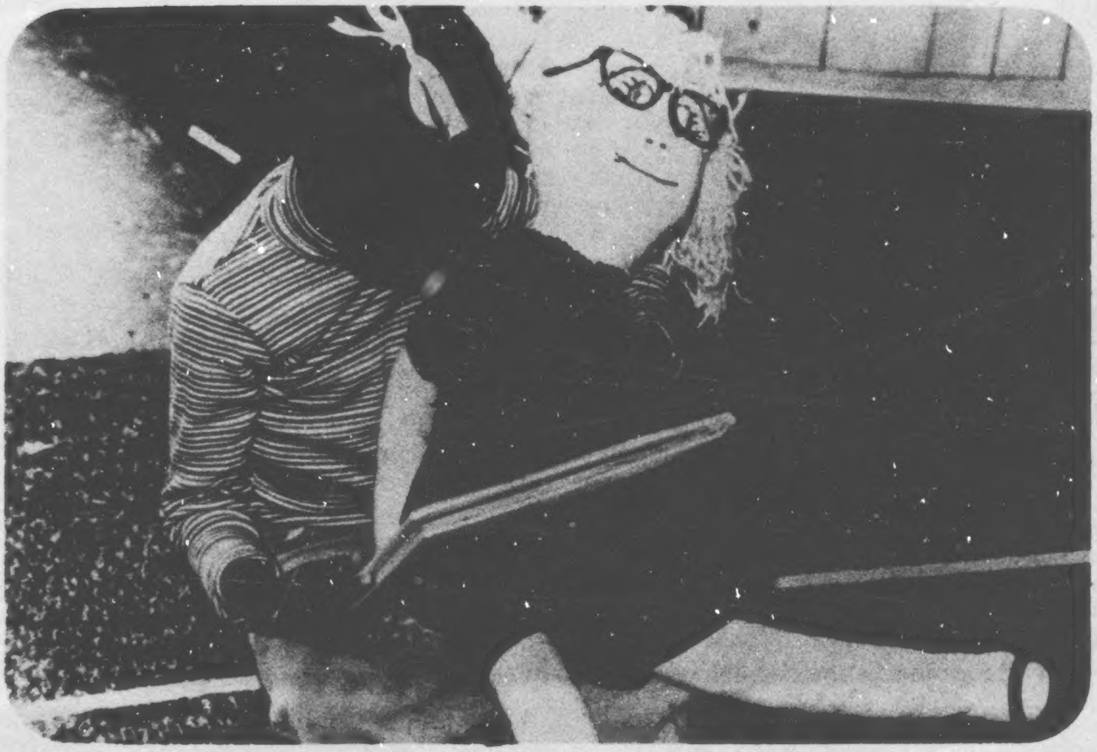
Turnbull, Ann R., and Schulz, Jane. Mainstreaming Handicapped Students. Boston: Allyn and Bacon, Inc., 1980.

Notes

New Friends

Appendix D

Evaluating Children's Literature About Disabilities



Evaluating Children's Literature About Disabilities*

As you have learned from our discussion of the classroom environment, chairs, desks, and books can really send messages to people. These items send nonverbal messages of welcome or exclusion all the time. Have you ever been in a waiting room that was very formal, decorated with expensive furniture and accessories? What messages did you receive? Maybe, "This visit will be expensive," or "Don't get too relaxed here"? Did you feel a need to whisper when you talked? In contrast, have you ever been in a waiting room that was tattered and in disarray and get the message that your comfort was not very important?

Books carry nonverbal messages, too. Think of these same waiting rooms. Perhaps the first had only copies of *The New Yorker, National Geographic,* and *Smithsonian.* What message does that convey? Perhaps, "We expect very literate, intellectual people in this room." Perhaps there were no books for children. What does that say? "We don't expect children to be here"? In the second waiting room, perhaps all that was available were outdated copies of *Field and Stream* and *Time* magazines. What does that say? Perhaps that your leisure entertainment is not seen as important. Perhaps it conveys the message that no thought has been given to the diversity of people who might visit the setting. Imagine yourself in both of these waiting rooms. Would you be likely to do much reading? If not, ask yourself why. Perhaps the materials were not your "type." Possibly you would not feel "invited" to read them. Maybe they did not interest you. Primarily, maybe you felt "excluded" by the setting and the books.

Children react to settings and books in much the same way adults do. They tend to avoid or reject materials that are not their "type," that are not inviting, or do not interest them. Children often have this type of negative experience when seeking books that include them in positive, interesting ways. Children enjoy books with characters and events with whom they can identify. These books contain "role models" that children may fantasize about or wish to imitate. The reactions are similar for children who have disabilities. These children, also, want to read books with positive role models.

However, studies have shown that, even when children's books attempt to include images of disabled people, these images are often shallow, inappropriate, and place too much emphasis on the disability and too little on the person. As children with and without disabilities encounter such materials, the nonverbal messages about disabilities are sometimes very destructive and inappropriate. So, simply including disabled people in a book is not enough; these people must be portrayed in ways that will enhance appropriate and positive images of people who happen to have a disability.

As you seek to create a truly mainstreamed classroom environment, there are several things you can do to increase the positive messages that will invite and include children with disabilities. One important task is to be aware of and sensitive to materials that portray disabled children and adults. Some of these books are very appropriate to have available to young children; others are not. The following check list can be used in evaluating a particular book for its usefulness in your classroom. As you select materials, keep these questions in mind:

1. *Does the book have an interesting plot or is the disability the only theme?* A book that tells only about the disability (what it is, what the limitations

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*We would like to acknowledge the Early Childhood Project of the Massachusetts Department of Education for their guidelines on evaluating children's literature in *Mainstreaming Through the Media,* upon which much of the material in this article is based.

associated with it are, etc.) gives the idea that the most important thing about a person with this disability is the disability. This approach tends to emphasize the negative and limit understanding of the person to his/her disability. While a book of this nature might be helpful to you, as the teacher, in increasing your knowledge and awareness concerning certain disabilities, this type of book would not be appropriate for use with young children. You want to be knowledgeable enough to answer their questions about disabilities, but you do not want to foster the notion that the only thing worth discussing about a disabled character is his/her disability. Choose books that show disabled people in the mainstream of life. Disabled children need to know stories involving disabled children and adults. Just to have them in a book is not enough; they must be included in real situations that are relevant and enjoyable for children to read about.

2. *Does the book deal with the whole person or just the disability?*
   So often, books that have characters with disabilities focus more on the characters' disabilities than on the people themselves. They talk about the "blind boy" and all he can't do; or the "mentally retarded girl" and all she can't do. The message here is that the most important thing about this person is his/her disability.
3. *Is the individual shown as a capable person, with strengths as well as needs?*
   People with disabilities have strengths — things they can do well, individual interests, as well as special needs associated with their disabilities. To emphasize only the "weak" side of the disabled person's self is both unfair and inaccurate.
4. *Does the book foster positive attitudes toward others?*
   Many times, books about disabilities or disabled persons contain negative or stereotypical attitudes toward the disabled — such as, disabled people are to be pitied, or disabled people are childlike. These attitudes are not helpful to those who hold them, nor to those with disabilities. Many negative attitudes about disabilities are based on prejudice and lack of information.
5. *Does the book underscore similarities as well as show differences?*
   People tend to be more alike than different. Exterior characteristics sometimes tend to make us look more different than we really are. We all share the same needs. When time is taken to "get to know" each other, we discover our similarities. This is true of children, as well. A child with a disability is more like his/her peers than different.
6. *Do the pictures/graphics enhance and clarify the text?*
   Young children are very visually oriented. Art, color, and photography do much to invite the young child to explore. Books that are dreary or too abstract in design (remember, children are concrete thinkers) often lose the attention and interest of young readers.
7. *Does the book raise questions that are good for discussions?*
   Many times a book will be very attractive superficially, but will lack substance. While young children are not ready to discuss abstract issues, they can begin to think about issues that are related to their special world. Books can raise issues with which young children can identify. Why not select a book that "looks good" and also has some substance?
8. *Can a nonreader understand the book by looking at the pictures?*
   You will not always have time to read to a child or the class. Do you have books available that a child can look through, understand, and enjoy on his/her own? Does the book "make sense" to a child who cannot read? It is a good idea to have a balance in your selection of books so that some books can stand on their own without you.
9. *Does the book carry oversimplified generalizations or present stereotypes about individuals with disabilities (i.e., dependent, evil, objects of pity, isolated from the mainstream)?*

So often, children's books tend to perpetuate negative stereotypes about "different" groups, rather than alleviate prejudicial images. Many classic children's stories contain negative images of handicapped people, such as *Peter Pan,* with evil Captain Hook; or *A Christmas Carol,* with the pitiable Tiny Tim. No wonder that young children are often fearful or negative toward people with disabilities. As you select books for your classroom, be sensitive to the negative images of disabled people that have been used in the past and avoid selecting books that perpetuate these stereotypes.

10. *Does the book include appropriate adult role models (i.e., disabled, nonsexist, nonracist)?*
    Many negative stereotypes of women, the disabled, and other minority groups are contained in children's books. Many of these stereotypes are damaging to the group portrayed and are not helpful for young children to learn. Learning to live in a world of differences is an important skill. As you select books for your classroom, choose those which portray differences in a positive, nonstereotypical way. Help children learn that human beings are capable of many wonderful-accomplishments that should not be limited by negative stereotypes.

Key considerations discussed in this appendix are summarized below:

— Does the book have an interesting plot, or is the disability the only theme?
— Does the book deal with the whole person, or just the disability?
— Is the individual shown as a capable person, with strengths as well as needs?
— Does the book foster positive attitudes toward others?
— Does the book underscore similarities, as well as show differences?
— Do the pictures/graphics enhance and clarify the text?
— Does the book raise questions that are good for discussions?
— Can a nonreader understand the book by looking at the pictures?
— Does the book carry oversimplified generalizations or present negative stereotypes about individuals with disabilities (i.e., dependent, evil, objects of pity, isolated from the mainstream)?
— Does the book include appropriate adult role models (i.e., disabled, nonsexist, nonracist)?

New Friends

Appendix E

The New Friends Dolls

Making *New Friends* Dolls

Making a *New Friends* doll can be a very creative and satisfying experience. The basic muslin doll can be made easily and inexpensively in a few hours. The "finishing" touches allow for a person to be creative, as well as resourceful. The important thing to remember is to let your imagination wander as you walk through the dime or hardware store. A piece of metal weather stripping or a section of metal tubing may become an excellent brace.

The following are only meant to give suggestions. We really encourage you to "do your own thing." After giving *New Friends* workshops for over a year, it has become clear to staff that the possibility for creative ideas is endless.

Classroom teachers make and use the dolls in many ways. For example, some make a "generic" set of dolls to teach about individual differences, and others find it helpful to create a doll modeled after a child in their classroom. However, when a doll models a child, it is important to consult with the child and his/her parents on how much information is appropriate to share with the other children. Having the parent involved from the beginning is crucial.

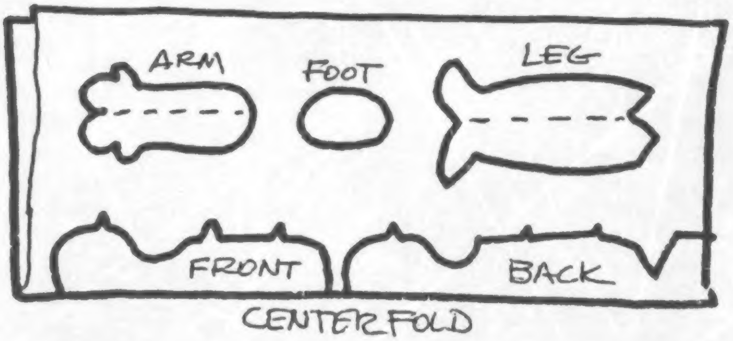
A *New Friends* doll-making workshop can be a wonderful opportunity for the parents of *all* the children to work together toward the common goal of mainstreaming. As parents are cutting, stuffing, or designing dolls, they will have an opportunity to establish rapport with each other and share information. The ideas and suggestions generated from the parent group can become integral parts of the mainstreaming process.

Materials Needed:

1⅓ yards fabric (muslin, broadcloth, etc.)
Thread   Yarn (for hair): ½ to 1 skein per doll
Stuffing suggestions: polyfill, cotton, stockings, cut up yarn or cut up fabric

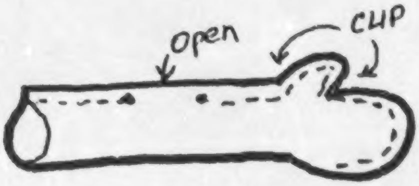
To Cut Pattern:

Fold fabric in half, bringing selvage sides together. Place front and back pattern pieces on center fold line. Place arm, leg, and foot pattern pieces on fabric. Pin and cut through both pieces of fabric. *Do not* cut center fold on back and front pieces.



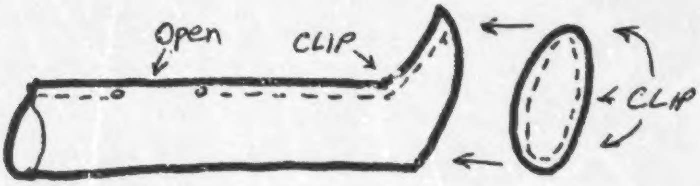
To Sew Dolls

Arms: Fold arm pattern piece lengthwise. Sew 3/8-inch seam along dotted line of arm, leaving seam open between dots.



Clip seams to stitching at thumb and wrist Turn inside out. Repeat for other arm.

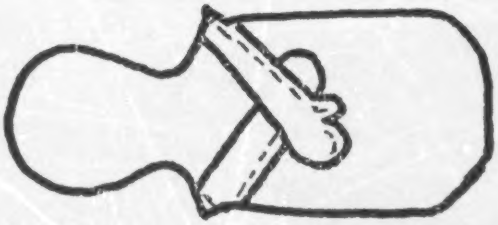
Legs: Fold leg piece at center. Sew 3/8-inch seam along length of leg at dotted line, leaving seam open between dots. Clip to stitch line at ankle. Repeat for other leg.

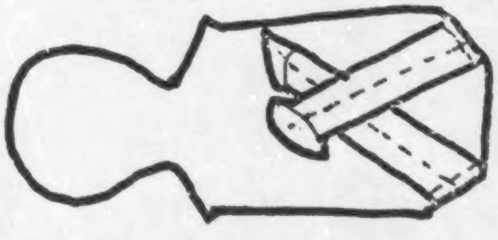


Foot: Match ► on foot piece to leg opening; sew foot to leg. Clip around foot to stitching line. Turn inside out.

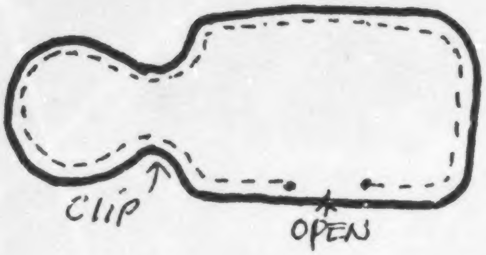
Body: Sew 3/8-inch darts on back pattern piece.

Lay back of doll on table, wrong side down. Place arms at shoulders matching the ►. Seam on arm should be facing down.





Place legs at hips, leaving 3/8-inch between leg and side of doll, matching ► as shown in diagram. Seam on legs should be facing upward.



Place front section of doll on top of back section (all the arms and legs will be "enclosed" in the body); pin carefully. Sew 3/8-inch seam around the entire body, leaving seam open between dots and being careful not to catch arms and legs in seam.

Clip seam at neck to stitching line.

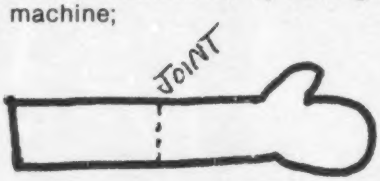
Pull entire doll inside out through hole in side of doll.

To Stuff:

Each part of body will have a hole to stuff. It is important to stuff head thoroughly to get adequate support. Slip stitch each seam closed when full with stuffing.

Leg and Arm Joints:

Can be made either by sewing through arm or leg, after stuffing, on the sewing machine;



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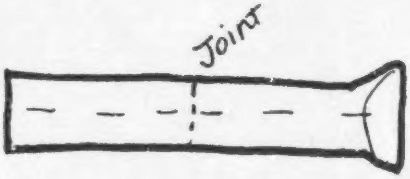
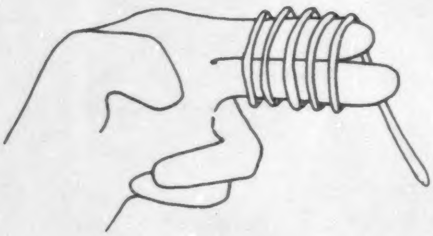
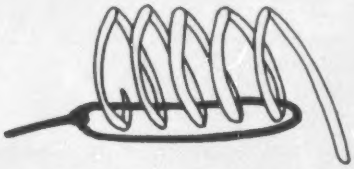


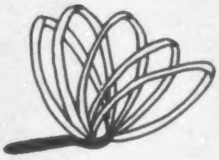
using a needle and thread, by making tucks or dimples for knees or elbows.

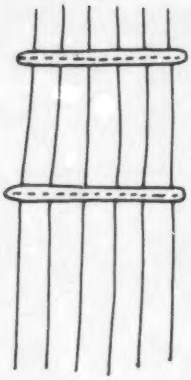
Hair:

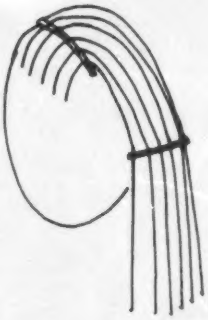
Curls: can be made by looping yarn around two fingers ten to fifteen times and sewing the curl to the already stuffed head. A shorter curly look can be obtained by sewing small loops directly on the head with coarse thick yarn.

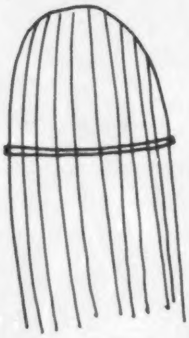


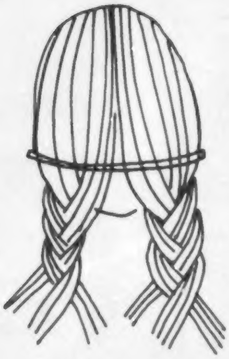












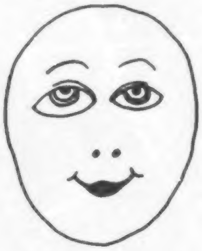
Braids: One skein of yarn is laid flat on a piece of two/three-inch wide bias tape. The hair can be sewn by machine to the tape, and the tape is hand stitched to the head, making a center part.

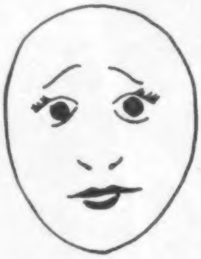
The hair is gathered forward to put in ponytails or braids. Glue well. The hair can be held to the hairline with glue, and bangs can be added with glue, as well.

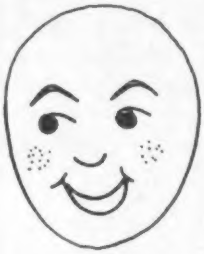
Alternate materials are acrylic fur, wigs, and bath mats.

Faces

Below are some sample faces which can be embroidered or painted on the completed doll.







Suggestions to adapt the basic doll pattern for various disabilities are included in each unit.

Frequently asked questions:

Below are frequently asked questions about the uses of *New Friends* in the classroom.

QUESTION: *I don't have disabled children in my classroom. Should I use the* New Friends *dolls?*

ANSWER: The *New Friends* dolls are an excellent way to introduce children to the concept of individual differences. Even though your children may not have disabled classmates, they will have had experiences with disabilities through the media, in their neighborhoods, and with the elderly. Approximately ten percent of the population has a disability.

QUESTION: *Aren't preschoolers too young to be exposed to disabilities?*

ANSWER: Research shows that the preschool years are the optimal time to teach children about disabilities because their values are forming and their attitudes are flexible. Since many children don't verbalize their fears and questions, the creation of an open environment will help them find answers to their questions.

QUESTION: *I have a handicapped child in my classroom. How do I introduce a doll with his/her handicap?*

ANSWER: It is very important to include the child and his/her family in the initial planning. Research has shown that disabled role models are almost nonexistent in preschool classrooms. Children are often thrilled to have a doll like themselves with whom to play. You and the child may even choose to use the doll to answer other children's questions about his/her disability.

QUESTION: *I have a child in my classroom named Camilla. Should I make a doll with the same name?*

ANSWER: No. In fact, many teachers allow the children to name the dolls.

QUESTION: *Do I need to make a complete set of dolls with the same characteristics as the ones in the manual?*

ANSWER: The dolls and scripts in the manual are samples of some of the disabilities and personalities that can be created. Feel free to develop dolls to meet the needs of your classroom.

QUESTION: *One of my volunteers felt uncomfortable "handicapping" the doll she made.*

ANSWER: This is something that should be discussed openly. Allow plenty of time in your doll-making workshops to share feelings about disabilities.

QUESTION: *Should I have only disabled dolls in my classroom?*

ANSWER: Many teachers have successfully used dolls of varying ethnic backgrounds, sizes, ages, and shapes to teach children about individual differences. The creative teacher will find many uses for the *New Friends* dolls.

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QUESTION: *Can I make one doll and change the disability for each unit?*

ANSWER: The dolls become distinct personalities to the children. You will avoid causing any identity confusion by making separate dolls for each unit.

QUESTION: *Help! I don't sew!*

ANSWER: Parents, volunteers, senior citizens, foster grandparents, and other community agencies are all good resources for you. Within these groups, you will find people who sew, people with artistic talent to design faces, and organizations to donate materials. Doll-making workshops provide an excellent way to involve the larger community in the mainstreaming movement.

QUESTION: *What do I do with the dolls when the unit is finished?*

AWNSWER: The dolls will become important "people" to the children. They should not be relegated to a closet where they will be out of the mainstream. Children will learn by playing with the *New Friends* throughout the year.

QUESTION: *Should "labels" be used when introducing the dolls to the children (e.g. "Hilda is hearing impaired.")?*

ANSWER: Use labels cautiously. Some labels (such as: visually impaired, blind, hearing impaired) may help a preschool child understand a visible disability, but a young child will have little use for abstract terms such as mental retardation or emotional disturbance. Labels tend to imply limitations, and it is important to stress what disabled people *can* do. It is important to discuss this issue with parents, also.

Plans for Doll's Wheelchair

Designed by:

Michael K. Schwartz
Wm. S. Schneider, Jr.

Drafting students
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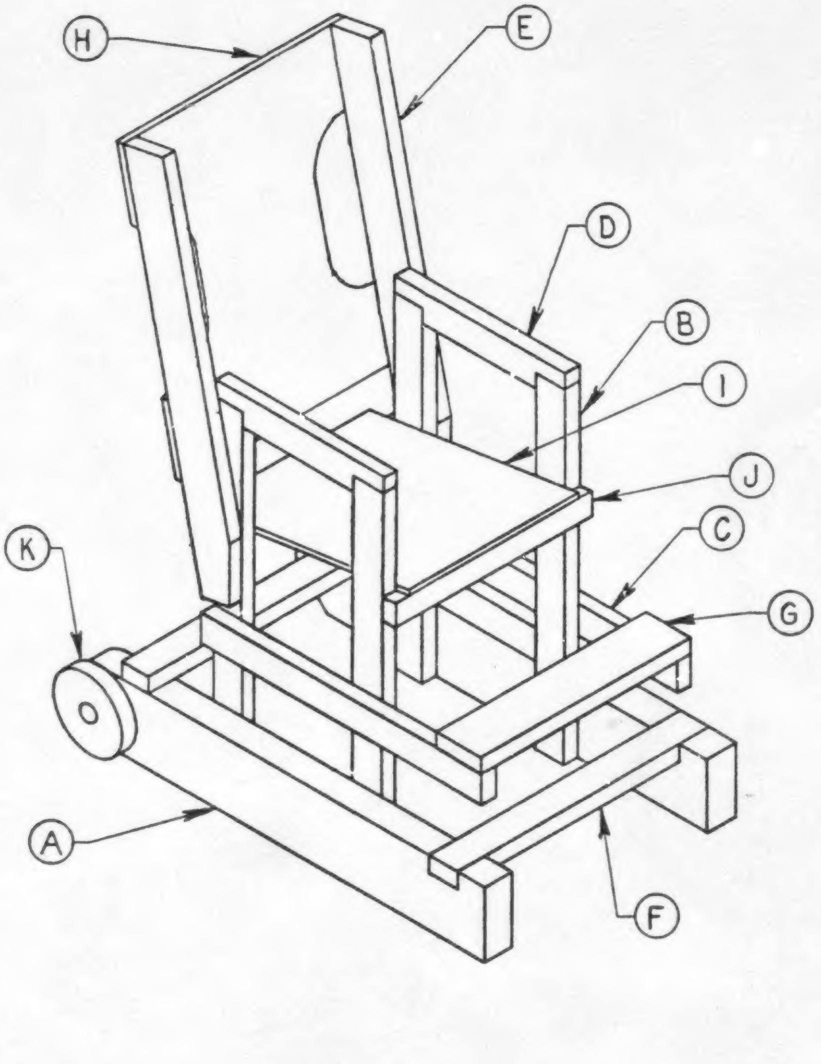

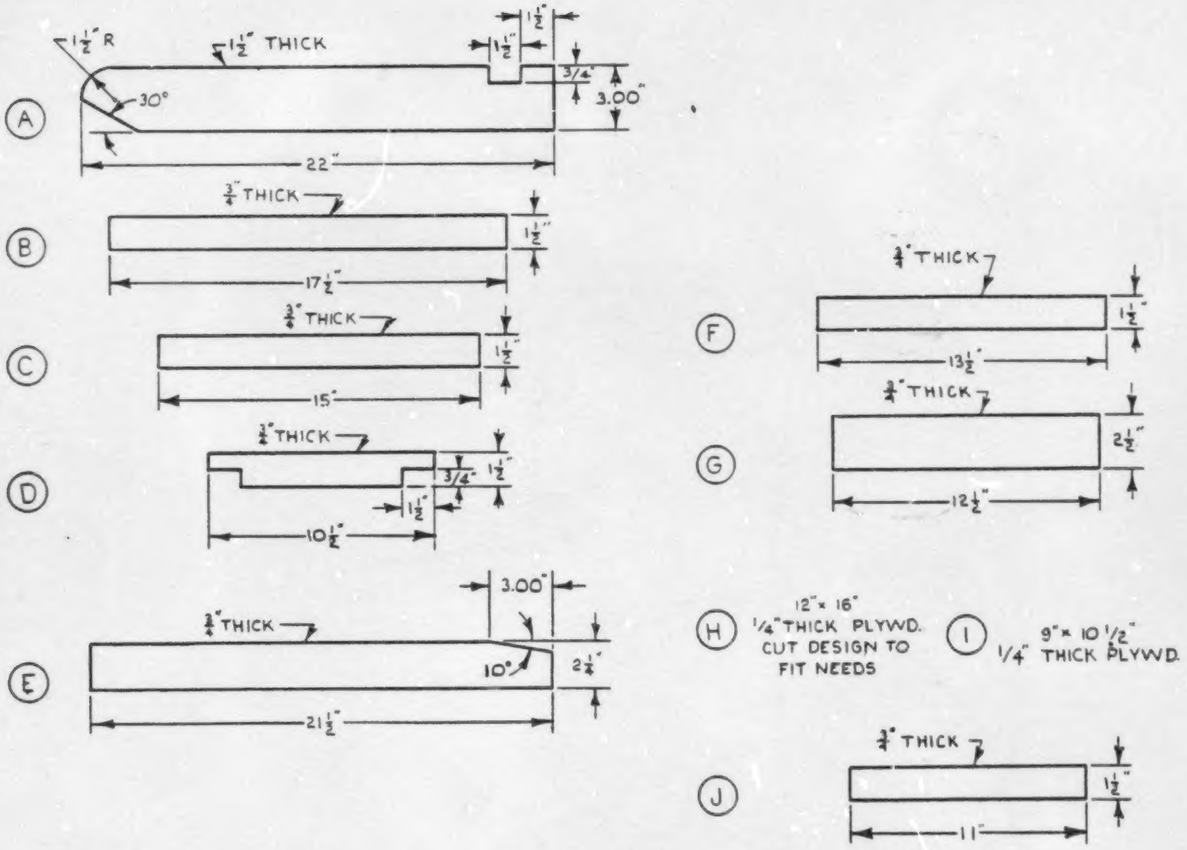

Part	Description	Material	No. Needed	Dimensions
A	Base	Wood	2	22"x3"x1½"
B	Leg	Wood	4	17½"x1½"x¾"
C	Ft. Rest Support	Wood	2	15"x1½"x¾"
D	Arm Rest	Wood	2	10½"x1½"x¾"
E	Back Support	Wood	2	21½"x2¼"x¾"
F	Cross Bar	Wood	2	13½"x1½"x¾"
G	Foot Rest	Wood	1	12½"x2½"x¾"
H	Back	Ply-wood	1	12"x16"x¼"
I	Seat	Ply-wood	1	9"x10½"x¼"
J	Seat Support	Wood	2	11"x1½"x¾"
K	Wheel	Optional	2	Optional

CHAPEL
HILL
TRAINING-
OUTREACH
PROJECT